DOCUMENT RESUME

ED 219 843 EA 014 699

TITLE A Strategy for Implementing the School Management Team.
INSTITUTION Ohio School Boards Association, Columbus.
SPONS AGENCY Office of Personnel Management, Washington, D.C.
PUB DATE Apr 82
NOTE 68p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Board Administrator Relationship; Board of Education Policy; Check Lists; *Educational Administration; Elementary Secondary Education; Interprofessional Relationship; *Management Teams; *Participative Decision Making; Planning; Program Evaluation; Program Implementation; Rating Scales; Records (Forms); Self Evaluation (Groups)

ABSTRACT

To aid school administrators, this guidebook presents information on planning, implementing, and evaluating a school management team approach. The first section reviews the definition and philosophy of the management team, discusses propositions about and characteristics of management teams, and describes the application of team decision-making to problem diagnosis and the generation, evaluation, and choice of solutions. Section 2 outlines four step-by-step processes to help school boards, superintendents, and planning committees initiate the team concept, conduct a district self-assessment, plan the formation of a management team, and monitor and evaluate the team system. Descriptions of each step and checklists of activities are included. The final section looks at various policy considerations for the development of a management team plan, such as job descriptions and administrator evaluations, contracts, and compensation. A selected bibliography is followed by seven appendices providing management team models, information sources, and examples of timelines, monitoring and assessment instruments, and policy statements. (Author/RW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED219843

A STRATEGY FOR IMPLEMENTING THE SCHOOL MANAGEMENT TEAM

EA 014 609

Acknowledgements

Project Director
Timothy G. Kremer
Associate Director/Management Information
Ohio School Boards Association

Project Advisory Committee
Dr. Richard A. Boyd
Superintendent
Lakewood City School District

Jack E. Brown
Executive Secretary
Ohio Association of School Business Officials

Ross H. Fleming
Executive Director
Ohio Association of Secondary School Administrators

John G. Hauck
Executive Director
Buckeye Association of School Administrators

Dr. William D. Hitt
Manager/Organizational Development
Battelle Memorial Institute

Claire L. Jacobi
Director of Instruction and Personnel
Springfield Local (Lucas) School District

John W. Sonedecker
Assistant Superintendent
Newark City School District

Howard L. Troutner
Executive Director
Ohio Association of Elementary School Administrators

The development of the material presented in this guide was made possible by a grant from the U.S. Office of Personnel Management under the Intergovernmental Personnel Act. The Office is not responsible for the accuracy of the material or the conclusions contained herein.

Preface

Today, many school districts in Ohio incorporate some type of team approach to management. However, there are a number of districts in which the school board, the superintendent and other administrators disagree as to whether or not decisions truly result from a meaningful team effort. Frequently, administrators perceive a lack of input; sometimes, the board has not even discussed a management team policy. Indeed, it appears that few districts has systematically planned and implemented the management team approach as their basic management philosophy and consistent method of organizational leadership and decision-making.

This guide, *A Strategy for Implementing the School Management Team,* will outline a cautious approach to implementing the management team concept recognizing that team management is not a panacea. Team management does, however, have the potential to become a powerful tool. The success of the management team approach will depend on careful planning, specified procedures, and a continuing effort to utilize the skills and expertise of a wider group of people in the decision-making process.

A Strategy for Implementing the School Management Team is divided into three general sections plus appendices. The first section reviews and further develops the definitions and philosophical aspects of the school management team concept. The second section goes beyond the theoretical nature of previous management team publications and outlines a practical step-by-step process to assist boards, superintendents, and particularly planning committees, in preparing, implementing and evaluating the team. The third section addresses policy considerations which require special attention during development of the management team plan. Sample documents are available in the appendices to show how some school districts have successfully tackled various steps toward successful implementation of the management team concept.

The joint sponsors of this publication—the Ohio School Boards Association (OSBA), the Buckeye Association of School Administrators (BASA), the Ohio Association of Elementary School Administrators (OAESA), the Ohio Association of Secondary School Administators (OASSA) and the Ohio Association of School Business Officials (OASBO)—are united in their conviction that the management team approach holds great promise for the operation of the public schools. The challenge is to demonstrate on a broad scale that team management leads to more effective decisions and improved educational services, while providing professional rewards to all school administrators. This guide can assist boards of education and school administrators in meeting this challenge.

Timothy G. Kremer
Associate Director/Management Information
Ohio School Boards Association
April 1982

Table of contents

Acknowledgements 3

Preface 4

I. What Is The School Management Team 6

Introduction
Definition
Propositions
Team Characteristics
Team Decision-Making
Expected Benefits
Summary

II. A Strategy For Implementation 14

How Do We Begin?
Where Are We Now?
What Is Our Plan?
How Are We Doing?

III. Special Policy Considerations 34

A Management Team Policy
Job Descriptions
Administrator Evaluations
Administrator Contracts
Administrator Compensation, Salary and Fringe Benefits
Liability Coverage and Legal Defense
The Policy Impact Statement

Conclusion 36

Footnotes 37

Selected Bibliography 38

Appendices 41

Appendix A - Management Team Models
Appendix B - Sources Of Management Team Information
Appendix C - Planning Program Chart
Appendix D - Assessment Instruments and Data Analysis
Appendix E - Monitoring Documents
Appendix F - Team Evaluation Instrument
Appendix G - Sample Policies and Board Member Evaluation Form

I. What is the school management team?

Introduction

Those responsible for the direction of public education are continually responding to pressures and criticisms both from within and outside the educational institution itself. Changing circumstances in education such as declining test scores, public demands for increased accountability and services, more aggressive school boards, teacher militancy, declining enrollment and financial constraints have practically turned upside-down the traditional roles of the board, its administrators and teachers. It has become impossible to effectively manage the educational institution without bringing to bear the unique skills and expertise of each component of the school district organization.

Today, effective management practices need to be oriented to educational performance, consumer satisfaction, staff morale and productivity. Carefully planned school district organizations require better information, constructive working relations, good communications, staff development opportunities, fair evaluation and compensation plans as well as involvement and trust between boards, administrators and teachers. The management team concept has been developed specifically for organizations having the size, staffing patterns, diversified services and environmental complexities of a school district.

The key word is "involvement." The management team concept utilizes a high degree of involvement among those persons who will either implement or be influenced by management decisions. At the same time, team management preserves the delicate balance between the rightful and essential involvement of all interested groups and the lawful responsibility of an elected board of education and its staff.

It has been said that the best organization is one in which the individual's fulfillment—and rewards—are found primarily in the function and growth of the organization; that is, in the congruence of personal growth and organizational growth. In a team management setting, administrative levels continually communicate to achieve well-balanced and effective decisions, thereby providing individual administrators opportunities to make meaningful contributions to the organizations. Administrators are called upon to represent the concerns of their colleagues and to resolve conflicts through compromise. Such participation and interaction enhances the possibilities for administrators to achieve recognition and advancement as well as for the organization to improve its effectiveness.

Definition

Definitions of the management team are numerous. One definition that seems to work well calls the management team: A **deliberative group, consisting of the board of education and the administrative staff, organized to assure a high degree of communication and input from those persons who will implement and be influenced by management decisions within the school district.**

As will be discussed later, the composition and number of teams will vary among school districts. However, to illustrate the application of the management team concept in a school district, consider the functioning of three teams: the policy team, the administrative team and the instructional team.

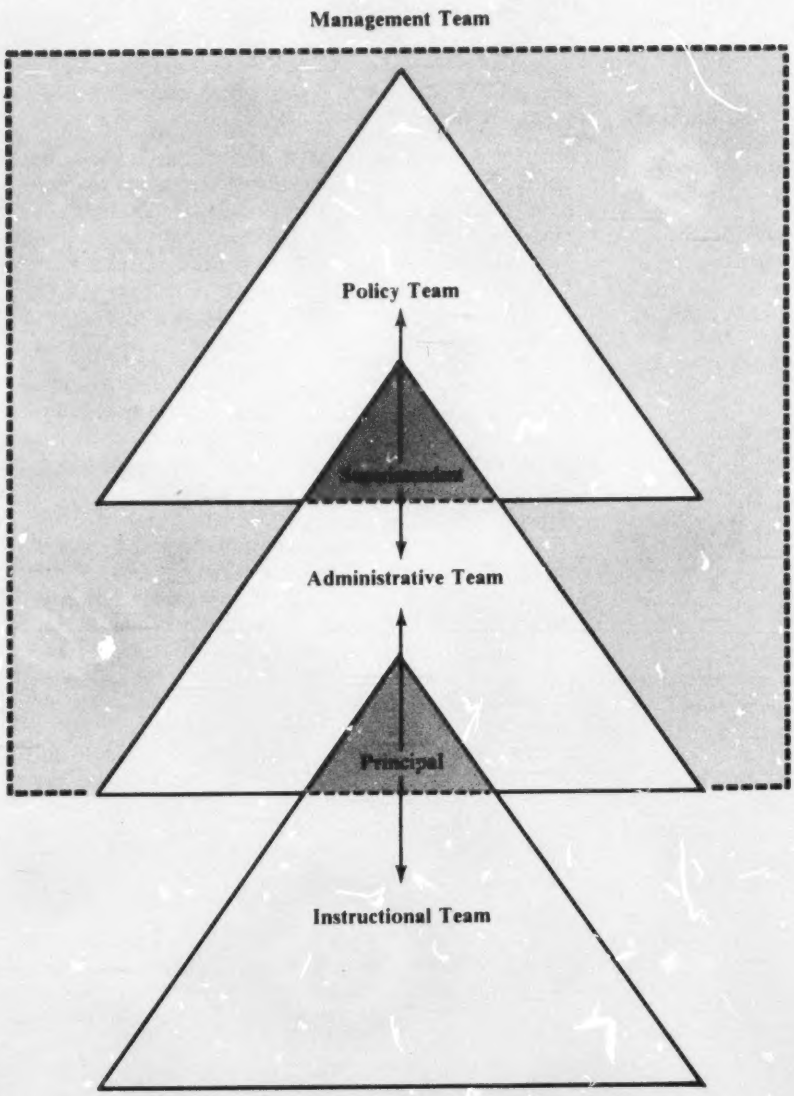
The **policy team** consists of the board of education, the superintendent, and the treasurer, with the board president serving as team leader. Primary responsibilities of this team are establishing policies to guide the school district and assuring that the policies are carried out.

The **administrative team** is composed of all the administrators within the school system, with the superintendent serving as team leader. This team is responsible for carrying out the functions of planning, organizing, staffing, implementing, and evaluating under the guidance of the policies established by the policy team.

"It's an old split. Like the one between art and history. One does it and the other talks about how it's done, and the talk about how it's done never seems to match how one does it."

Robert Persig

Table 1
Basic Management Team Model



The **instructional team** consists of the school building staff, with the principal serving as team leader. This team is responsible for the direct delivery of educational services to students.

These three teams are connected by "linking pins," as described in Rensis Likert's *New Patterns of Management*. As shown in Table 1 the superintendent serves as the linking pin connecting the policy team and the administrative team, and the principal serves as the linking pin connecting the administrative team and the instructional team. In addition to his or her decision-making role, each linking pin has the responsibility for communicating information both upward and downward in the organization.

While the operation of schools is carried out through the interaction of several teams, the management function is carried out by the policy team and the administrative team. Thus, the uniting of these two teams constitutes the **management team.**

Propositions

The basic thesis of this guide is that boards of education and administrators should opt for the management team as the means of operating their schools. To support this thesis, several basic propositions must be made about team management.

Proposition #1 — **Better quality and more acceptable decisions will be made as a result of team management.**

The classic theory of decision-making developed by Norman Maier states: "Two different dimensions seem to be relevant in appraising a decision's potential effectiveness. One of these is the interpersonal or objective quality of the decision, the other has to do with its acceptance or the way the persons who must execute the decision feel about it."[1]

Whenever making a major decision it is well to recall Maier's basic formula that an effective decision is one that meets two criteria: (1) it has high technical quality and (2) it is acceptable to those who will implement the decision. Thus,

$$ED = Q \times A$$

Where ED = Effective Decision, Q = Quality, A = Acceptance, and the multiplication sign indicates the interaction of Quality and Acceptance.

A successful management team will ask representatives of those affected by decisions for recommendations and direction. This process will normally generate several alternative courses of action. With a wider range of alternatives under consideration, the likelihood is increased that the final decision will reflect the actual needs of the organization. Moreover, the staff involvement in the decision-making process directly affects the acceptance—and therefore the effectiveness—of the decision.

Proposition #2 — **The management team is a better alternative than collective bargaining and other adversarial relationships in meeting the needs of school administrators.**

Boards of education need to give their administrators the appropriate consideration due management employees in matters of compensation and working relationships. Team management provides a non-adversarial way for the administrators and the board to communicate their positions on matters such as salaries, benefits and issues which affect the operation of schools. Conflicts can be resolved and responsibilities controlled through compromise, consensus and respect for each others' opinions.

It is often taken for granted that an interest in team management assumes that all parties have a management perspective. This is frequently not the case. In an effort to resolve this very difficult issue, the governing bodies of Ohio's five management organizations adopted a statement titled "A Management Perspective." This statement, in Table 2, reinforces the concept of team management.

Proposition #3 — **The management team approach generally requires a greater investment in time and effort than do other types of decision-making methods.**

Gaps in communication become more glaring when using the management team approach. With the establishment of the team, expectations become raised and people will be more quickly exasperated when things are done without their knowledge. The team, therefore, must meet regularly to diagnose problems, generate alternative solutions, evaluate and choose the proper alternative, and plan implementation. Although this process can be very time-consuming, solutions tend to be more comprehensive, defensible and effective than when one person makes the decision alone.

Proposition #4 — **Applications of the management team concept will differ between districts for a variety of reasons.**

No one model is compatible for all school districts. Each organization must assess its own management characteristics, needs and personnel before choosing an appropriate management team model. Often, the size of the district is one of the most significant factors in choosing the proper model. In larger districts, for example, the management team concept becomes a more complex structure of interlocked teams within and between various levels of management.

There are, however, two elements that are fundamental to applications of team management in all school districts. First, the superintendent is the key to successful implementation. If the superintendent believes there are positive contributions possible from team management, understands the philosophy and procedures, and is willing to consider the possibilities of implementation, the district has in place the necessary leadership.

The second critical element is cooperation between the principals and the superintendent. Like the superintendent, principals on the management team serve in central roles as linking pins. In the context of the decision-making, planning instruction programs, and effecting changes in the school environment, the principal serves as the pivotal figure between the management team, the instructional staff and parents. The superintendent will find it necessary to rely on the principals for their input.

Proposition #5

The management team is a means of giving those who will be implementing the decisions a chance to contribute their ideas. However, accountability for the final decisions cannot be delegated to the team.

Boards of education and administrators have legal responsibilities which hold them accountable for the quality, implementation and results of management decisions. Team management, therefore, is not "shared decision-making" because those responsible for a given decision have, in effect, the final say. Also the team process is certainly not appropriate for every decision, but if the management team does not result in genuine influence by a wider group of people on decisions being made, the process is a facade.

Table 2
A Management Perspective

The officers, governing bodies, and staff members of the Ohio school management organizations believe in the management team concept of operating the public schools. To reinforce this belief, the Ohio management organizations support the following commitments:

1. **That the superintendent, in cooperation with the board of education, make a sincere effort to establish a climate conducive to the management team concept and accept school administrators as an integral part of the management team.**
2. **That the board of education view its administrators as a unique class of employees who enjoy a collegial, non-adversarial relationship with the board of education and should be treated in accordance with their status as an integral member of the management team.**
3. **That the school administrators recognize the board of education as the duly elected representatives of the public, entitled to the same respect, trust, and loyalty due other team members.**
4. **That school administrators recognize the board's legal and final authority as elected officials in decisions affecting the operation of the school system.**
5. **That the board of education recognize that school administrators should be compensated in accordance with the responsibilities they assume as administrators and as members of the management team.**
6. **That school administrators recognize that an adversarial collective bargaining effort is incompatible with the management team concept. It is agreed that communications must occur regularly on matters such as salaries, benefits and issues which impact on the operation of schools.**
7. **That school administrators do not approve of positions such as strikes and binding arbitration.**
8. **That the board of education, in the spirit of the law, provide administrators with the opportunity to discuss reasons for their nonrenewal.**

Adopted by BASA, OAESA, OASBO, OASSA, OSBA.

Team Characteristics

The transition from management team theory to practice results in a tremendous variety of designs. A district might develop one large team, a series of teams based on general functional areas, or a combination of ad hoc problem-solving teams (see Appendix A).

Team membership, particularly the status of principals, is probably the single most controversial topic concerning the management team concept. In many districts, the team has been developed in response to problems of principals. Confused about their role as "middle management," some principals view the team concept as a means for direct involvement in decision-making, thus making them truly "management." Others see the management team as merely a method to forestall unionization of principals. It is agreed, however, that to ignore the principals' awareness and expertise is to waste valuable resources.

Jay Galbraith, an expert on organizational behavior, has summarized the characteristics of team composition and procedures that are necessary for a management team to be effective:[2]

1. **Members should perceive their participation to be important and personally beneficial.** Serious participation is more likely if rewards (e.g., pay increase, promotion, acknowledgement of expertise, recognition) are based in part on team performance. Team duties are more likely to be considered important if persons are assigned duties on the basis of their potential contribution.
2. **The team should include persons who will be responsible for implementing its decisions.** When there is a complete separation between decision makers and the persons responsible for implementing decisions, communication problems and lack of commitment are likely.
3. **Members should have knowledge and information relevant to the decision.** All departments that would be significantly affected by the decisions should be represented, and members should be selected from the appropriate level in the authority hierarchy. A common mistake is to select persons from too high a level who lack sufficient knowledge of technical processes to represent their departments' functional needs.
4. **Members should have sufficient authority to commit their respective departments.** A team that is responsible for making decisions will not be able to carry out its responsibility unless members have some authority to commit their respective departments in matters relating to the decisions.
5. **Team decisions should be integrated with regular subunit decisions.** When certain decisions are delegated to a team, it is essential to keep the subunits that are represented by team members fully informed, so that team decisions will be compatible with subunit actions and decisions. It is often advisable to schedule meetings in each subunit following team meetings to insure adequate communication of relevant information.
6. **The influence of members on decisions should be based on expertise.** If the team must have members from more than one level of authority in order to include persons with relevant knowledge, care must be taken to avoid the situation where the discussion is dominated by the members with higher authority. The team should explicitly establish the norm that influence will be based on relative knowledge rather than authority.
7. **Conflicts should be confronted and resolved with a problem-solving approach.** The team cannot make high quality decisions if conflicts relevant to the decisions are avoided or smoothed over rather than being confronted and resolved through a problem-solving process.
8. **Members should have appropriate interpersonal skills.** In order to deal successfully with role conflicts, overlapping responsibility, status ambiguity, and interdepartmental conflicts that intrude into the team processes, members should have appropriate traits and interpersonal skills.

Team Decision-Making

As with any decision-making process, team management can become disjointed and unsystematic; hence, there is a need to establish a systematic process appropriate for the needs of the school district and able to solve "real" problems and not simply symptoms. The following five steps in team decision-making form a continuous and logical progression that can be applied to any number of problem-solving situations. Some common applications include resolving conflicts, improving communications and interpersonal relationships, building leadership effectiveness and teamwork, achieving positive behavior, improving goal-setting procedures, and changing attitudes and values.

1. **Problem diagnosis:** The first step in efficient team decision-making is diagnosis of the problem. Since the problem is usually defined in terms of a set of obstacles to be overcome in attaining a goal, it is important for team members to agree about the goal. When the members of a team initially disagree about the goal, this disagreement should be resolved before the group begins to identify the obstacles to goal attainment. If a team is unable to reach consensus about goals, the decision will be made by bargaining, coalition formation, and power plays rather than by rational problem-solving.

2. **Solution generation:** After the problem diagnosis has been completed, the next step is the generation of potential solutions to the problem. Some common mistakes that are made by teams during solution generation include: suggesting solutions that are irrelevant to the problem, discussing what should have been done in the past instead of what can be done in the present, discussing the advantages and disadvantages of a solution before everyone has had a chance to suggest solutions, and focusing on solutions that have been used in the past without any attempt to create novel solutions.

   The role of the leader should be to encourage members who are shy or inhibited to contribute their ideas, and to help the team avoid the common mistakes made at this stage of problem-solving. The leader should avoid showing favoritism to any particular member's solution, and should not propose any personal solutions until team members have finished suggesting their solutions. Otherwise, the leader will unduly influence and limit the range of solutions considered.

3. **Solution Evaluation:** The next step is to evaluate each of the proposed solutions in terms of how successful it is likely to be. The evaluation includes the prediction of major consequences and side effects. Often a particular solution will create new problems, and these may be more difficult to solve than the original problem. It is helpful to arrive at some estimate of the probability of success for each proposed solution and to compare its benefits with its costs.

4. **Solution choice:** After the proposed solutions are evaluated separately, the team should compare them and attempt to select the best one. Sometimes the choice will be predetermined during the evaluation stage when it becomes obvious that one solution is superior in every respect. However, it is more often the case that there will be several reasonably good solutions, each with good features and bad features. The team must then weigh all of the tangible and intangible factors and try to come to an agreement.

   A common mistake made at the choice stage is "false consensus." When some members vigorously advocate one solution and the other members remain silent, the silent ones are usually assumed to be in agreement. In fact, silence may indicate dissent rather than agreement. To avoid a false consensus, each member should be encouraged to express a preference and to participate in making the team choice. A secret ballot may be necessary in some cases when team members are very reluctant to openly state their preferences.

It is usually the responsibility of the team leader to insure that everybody participates and to determine what choice procedure is appropriate. For example, the leader may initially try to obtain a consensus, and if this is impossible, the leader may then try for a majority decision or suggest that the group try to generate additional solutions.

5. **Action planning:** Once the solution has been agreed on it is necessary to plan how it will be implemented. Detailed action steps and methods for monitoring and evaluating progress should be developed. Some good decisions are unsuccessful simply because nobody bothers to see that this last step is carried out.

Expected Benefits

Any school district that effectively implements the management team approach can expect to derive a number of distinct benefits:

- Both the quality and the acceptance of decisions will be improved.
- There will be a greater sense of community among all members of the management team.
- There will be a greater job satisfaction among the members of the administrative team.
- Communication will be improved throughout the school district.
- There will be a higher degree of trust between and among the members of the management team.
- Administrators will achieve more rapid personal development and perhaps greater career advancement as a result of their assuming greater managerial responsibilities.
- Administrators' status and welfare needs will more likely be met through a non-adversarial process of cooperation and understanding.
- The overall productivity of both the policy team and the administrative team will be higher.
- Educational services for students will be improved through better educational decisions.

Summary

Can the management team approach actually work? Testimony from school board members and administrators throughout the country indicates that it does. Those from districts following the principles of team management say that they witness fewer confrontations, feel more involved in what is happening, are more confident that they are making effective decisions, and are more committed to their school districts' goals and objectives.

In 1981, Dr. Warren F. Thomas of Cleveland State University conducted a survey of 103 school superintendents to determine the degree of acceptance and implementation of the management team concept in Ohio.[3] The survey revealed that 96 percent of the respondents had read about the management team. Over two-thirds had a management team or some variation in place. Of those, over 75 percent reported that their principals liked it. Additional findings suggested that districts with eight or less administrators had an informal arrangement; communication was frequent on policy matters, but not formally built-in. Larger districts often used ad hoc committees and advisory councils to assist the management team.

One section of the survey asked the superintendents to respond to a set of questions: (1) Are there any strengths that you believe can be attributed to the management team? (2) Are there any weaknesses that you believe are inherent in the concept? (3) How would you change the organization to alleviate these weaknesses? Ninety-five superintendents responded to these questions. Their statements are summarized below.

Strengths

1. Generates a feeling of ownership and a high level of commitment as people have invested in the success of the decision.
2. Makes use of maximum intelligence in planning.
3. Calls for clear-cut duties and responsibilities.
4. Makes team stronger in its teacher union relations.

5. Gives feeling of involvement in working toward common goal.
6. Improves communications.
7. Provides the wide consensus a large system needs in its decision-making.
8. Helps the growth of principals.
9. Creates a better understanding of the problem by the administrators.
10. Builds up trust and morale of principals.
11. Helps superintendents in the decision-making process.
12. Promotes teamwork.

Weaknesses

1. Requires more time.
2. Slows down decision-making process.
3. Enables some administrators to escape individual responsibility.
4. Requires substantial inservice training.
5. May result in more outspoken team members dominating the process.
6. May cause strained feelings when team members do not agree with groups' decision.
7. Raises expectation that decisions arrived at must be implemented.
8. Might involve those who are not affected by the problem.
9. Causes difficulty in separating that which is advisory and that which isn't.
10. Demands that people properly handle confidential information.
11. Leads people to expect consensus in all decisions.

Recommended Changes

1. Do not change concept—strengths overbalance weaknesses.
2. Hold inservice programs every year.
3. Define and understand the parameters of what is and isn't to be part of process.
4. Would not change, but work harder to make it work.
5. Use representatives of management and rotate in larger systems.
6. Recognize weaknesses are in the personnel and not in the concept and organization of it.
7. Form an advisory board to the superintendent.
8. Provide college training in team concept for prospective principals and other administrators.
9. Employ more intelligent administrators.

Many boards and superintendents have been reluctant to explore the management team concept because they feel they would be abrogating their duties. Those arriving at this opinion ignore a vital aspect: despite its reliance on broad-based input, team management is still **management.** As one writer noted: "The goal of team management need not be 100 percent agreement. The goal is primarily that everyone understands the issue at hand, can paraphrase it, has a chance to air his or her feelings, and is at least willing not to sabotage the majority's decision."[4]

II. A strategy for implementation

Introduction

Before a management team plan can be implemented in a school district organization, a strategy needs to be developed to link the district's goals, major objectives, purposes and policies to the development of the team. The management team plan needs to be stated in such a way as to define what kind of organization exists and what should be. A well-developed strategy provides the bond that holds the team effort together.

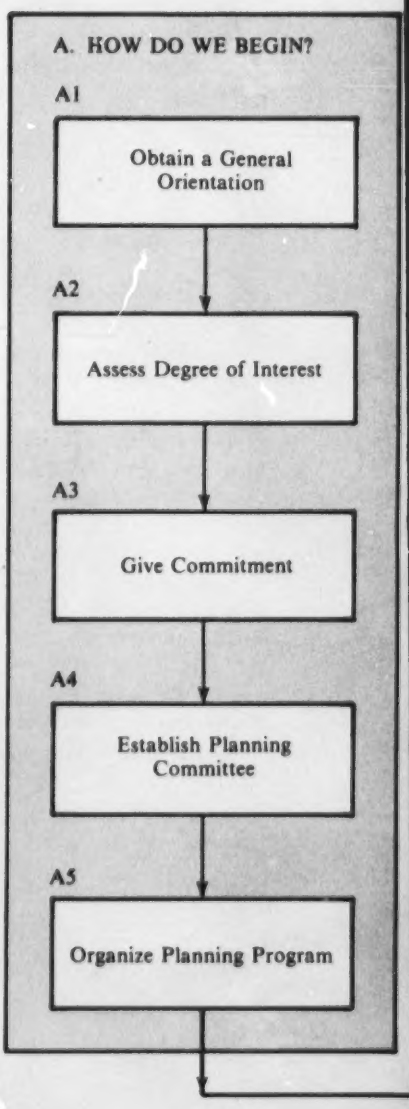
Various types of strategies may be utilized. The selection of an appropriate strategy depends not only on the existence of current problems and objectives, but also the district's readiness for change.

Table 3 represents a recommended strategy for planning, implementing and evaluating a school management team. This four-stage strategy is intended to outline a systematic, yet flexible, approach without the necessity of outside consultants or strict timelines. Internal assessment techniques are described to identify discrepancies between current management techniques and characteristics of team management. Included are sample methods to help identify some of the many choices available to reach certain objectives.

Each step will be described in chronological sequence. It is advised that those wishing to study and implement this strategy avoid rearranging these steps. Each step is built upon the development, implementation and logic of previous steps.

How do we begin?

The effectiveness of planned change is directly related to the degree to which those who will be affected are involved in the process. Since so much will depend on acceptance by the board and the administrators, the first step in the possible formation of a management team operation is making sure these people are aware of what is being considered and why.



"One of the most powerful ways of achieving change is to imagine in vivid detail a desirable and achieveable future, and then build a part of that future in the present."

Arthur Waskow

Table 3
A Strategy for Implementing the Management Team

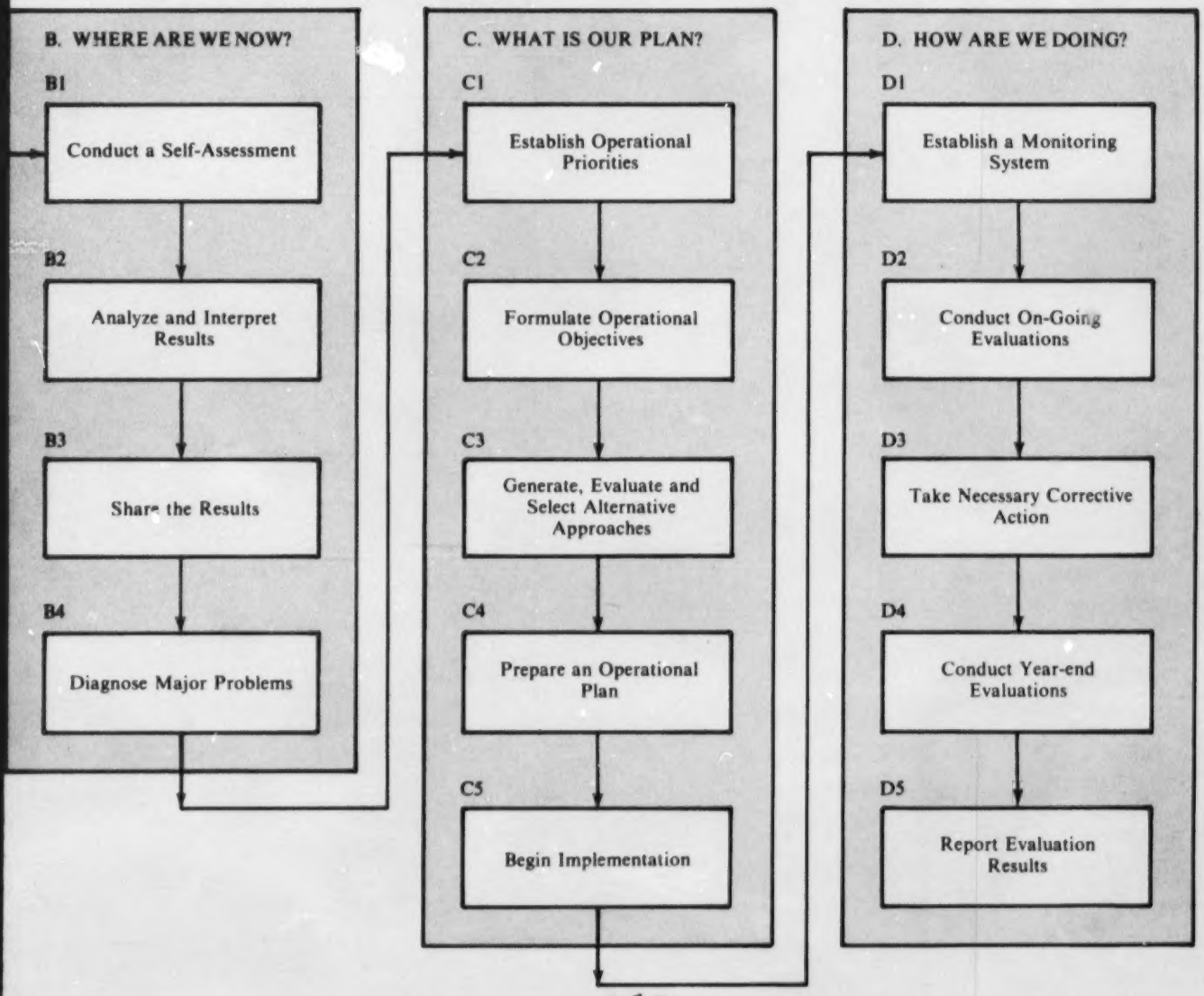


Table 4 illustrates a five-step process to create awareness, foster a common understanding, gain commitment and develop a planning program to study and perhaps implement team management within a school district. This is a flexible, in-house process to help current and future team members comprehend the team management approach, determine if it is wanted in the district and whether it can enable them to do their job more effectively.

Step A1 **Board members and administrators obtain a general orientation.**

The first step simply involves providing background information to those who would be a part of the management team. Building awareness is a fundamental step and it is important that knowledge of the management team concept and its applications develop along common channels and at an even pace for board members and administrators. An individual or a group can develop the following ideas, but the entire school board and administrative team should be encouraged to utilize them.

Here are several ideas to get things started:

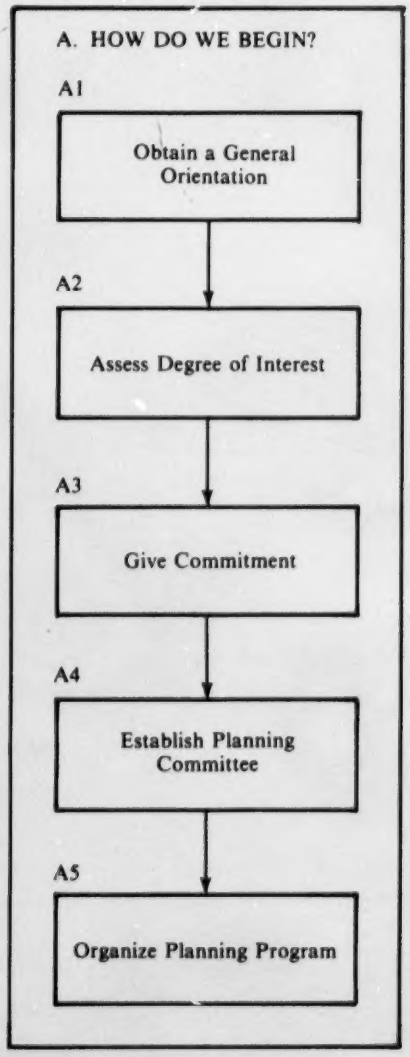
- Read, share, and discuss this guide.
- Attend management team seminars offered by professional organizations.
- Plan visitations to school districts operating successful management teams.
- Create, update, and encourage the use of an in-house library of management publications.
- Develop an administrator inservice program on management. Ask your state association for presentation ideas.

In addition to your state association, several national organizations are excellent sources of information (see Appendix B).

Step A2 **Superintendent assesses degree of interest.**

Hopefully, a growing awareness of the team management concept among board members and administrators will spark an interest in more formally investigating practical applications. The initiative to do so

Table 4
How Do We Begin?—A 5-Step Process



can come from any number of sources. But it is the superintendent who must feel the pulse of the school district to determine if and when there is a genuine interest in the management team concept.

The superintendent should engage in preliminary discussions with the board and the administrative staff to assess their level of interest, understanding and acceptance of the concept. The board and the administrative staff must plan to move gradually from theoretical concepts towards understanding the specifics of implementation.

At this point, the superintendent and key administrators should be asking questions such as:

- Is the level of interest high enough to warrant further study of the subject?
- Is the level of understanding of the process and procedures sufficiently high to initiate steps to implement the concept?
- Is there a sincere desire to begin the process for expanding decision-making responsibilities to a greater number of people?
- How would the management team approach serve the school district better than the current management style?
- Do the possible team members possess the necessary trust, interpersonal communication skills and leadership characteristics to work as a team?
- What decisions could be effectively made by a team or teams? What would be the scope of the team's responsibility?
- Who should be on the management team? How large should the team be?
- What changes would be necessary in the current organization?

Answers to these questions may not be readily available, nor should negative responses discourage further interest in the issue. The above questions must be asked periodically of board members and administrators in order to decide if and when to undertake the next step.

It is not necessary to set a date for a full discussion of the management team with all concerned; there are no definitive time signals. However, several logical steps for the superintendent and staff are:

- Begin dialogue with one or more colleagues and gradually expand discussions to include others.
- Develop a common understanding of definitions and language for more meaningful dialogue.
- Develop a common understanding of the expected benefits, necessary commitments and possible procedures.
- Commit some time on board and staff meeting agenda for a brief discussion of the management team.

During this time, the superintendent should be carefully considering possible procedures leading toward implementation. The superintendent also must monitor this process until all are ready to move from one step to the next.

Step A3 **Board and administrators give commitment.**

Implementation of the management team concept will require substantial changes in the mode of operation for many districts. It should be understood at the outset that the management team approach will require a strong commitment as well as a redefined role for all members of both the policy team and the administrative team. In short, the district must achieve both an attitudinal and operational commitment to formally examine implementation of the school management team concept.

Boards of education must understand that a commitment to the management team approach will require that administrators be treated as management. This includes matters of participation, compensation, and support by other team members. The board also must recognize that adoption of the management team will require an investment of additional time and effort.

The superintendent must be willing to relinquish previously held power and influence. Since the management team functions largely at the discretion of the chief executive officer, it is important that provisions be made for greater participation by other administrators in the decision-making process. This does not mean, however, that the board of education will no longer hold the superintendent accountable for many key decisions.

The treasurer is in the unique position of maintaining a delicate balance between being directly accountable to the board of education while at the same time serving as a financial consultant to the superintendent. Business officials must recognize that the superintendent, as the leader of the administrative team, serves as the liaison between the administrative team and the policy team.

Administrators must recognize that leaving the rank of teacher to become a part of management brings with it a change in expectations on issues such as excessive job security. In addition, it seems clear that collective bargaining by administrators is incompatible with the management team approach in operating public schools.

Too often the development of the school management team becomes sidetracked because commitment to the concept was never understood initially. The best way to avoid early handicaps being placed on the development of the team is to clarify in a board resolution the goals, perspectives and relationship that will govern the development process.

Step A4 **Board (or superintendent) establishes planning committee.**

If it is agreed that the team management concept is worth further examination, the board of education (or the superintendent with board approval) should appoint a planning committee. The purpose of the committee is to develop a school management team operational plan and, upon approval, assist in implementation and evaluation of the plan.

The planning committee should serve on an ad hoc basis, although some or all of the committee members will probably become members of the permanent management team. The use of an ad hoc committee legitimizes open discussion of the possibility of major change. It provides a recognized channel for policy suggestions and ideas, and specifically seeks the advice of the major organization levels and groups likely to be affected by a management team plan.

Members on the planning committee should represent both the people who are to implement the school management team, as well as those whom the team's decisions are supposed to benefit. It is advisable to include persons on the committee who have a variety of opinions, backgrounds and technical specialties. Certainly board members, the superintendent, the treasurer, other administrators, perhaps teachers, classified employees and community representatives can provide relevant information about the school district organization, barriers to success of the management team concept, and ways to overcome such barriers. Their information might concern management objectives, community issues, curriculum, facilities and competing organizational priorities. By soliciting input from a range of contributors, the committee can develop more effective plans.

Membership on the planning committee can be voluntary or involuntary. However, the committee might not be best served by allowing anyone who volunteers to become a member. The committee can be shaped in certain ways and still involve voluntary membership. First, certain skills and expertise can be specified for membership and preference be given to volunteers on that basis. Second, membership from certain groups might be specified to make sure it is truly representative. Third, the board may choose to appoint certain members who may not have volunteered, but who can be persuaded to join because their involvement is essential to the success of the management team. For example, one or more of the building principals would seem to be essential members of the committee.

There is no rule of thumb as to the size of the planning committee. If the group is too large, it will not work effectively; if it is too small, it may not be representative and it may have difficulty accomplishing necessary tasks. A reasonable size is probably 7-10 people.

The leader of the planning committee may be designated by the board or may evolve as a result of consensus or election within the planning committee itself. In either case, the person must be able to command the respect of the group and should have some first-hand knowledge about coordinating and stimulating the work of such a group.

Step A5 **Committee organizes the planning program.**

The planning program can be divided into two phases: Phase I—the development phase—deals with preparation of the management team operational plan. During Phase I the planning committee will want to conduct a self-assessment of the existing district management operation, analyze and interpret the information collected, and develop a written plan to incorporate this information into a team approach. Phase I is completed with the written operational plan being presented to and approved by the board of education.

Phase II—the implementation phase—outlines the steps to guide the actual implementation of the management team operational plan if it is approved by the board. During Phase II of the planning program, the committee will guide the actual participation and development of the team decision-making procedures outlined in the management team operational plan. The committee, therefore, will want to begin brainstorming the things that should be covered in the operational plan and how the committee will assist implementation.

Other elements of the operational plan are discussed in details in Step C5. A sample planning program chart is found in Appendix C.

Activities Checklist

Step A1 **Board members and administrators obtain a general orientation**

Activities:
- ☐ read, share and discuss this manual
- ☐ attend management team seminar
- ☐ visit management team school districts
- ☐ create and update management library
- ☐ develop a management team inservice program

Step A2 **Superintendent assesses degree of interest**

Activities:
- ☐ begin dialogue with staff
- ☐ develop common understanding of team management concepts, benefit, commitments, procedures
- ☐ explore interest of staff
- ☐ discuss team management with school board

Step A3 **Board and administrators give commitment**

Activities:
- ☐ adopt board resolution/policy
- ☐ gain expression of willingness and support from administrators

Step A4 **Board (or superintendent) establishes planning committee**

Activities:
- ☐ conduct committee meeting
- ☐ appoint/elect leader
- ☐ outline committee responsibilities, procedures
- ☐ discuss and define team management
- ☐ review current policies, procedures, practices

Step A5 **Committee organizes planning process**

Activities:
- ☐ specify planning goals and objectives
- ☐ plan activities
- ☐ determine resource requirements, costs
- ☐ identify information needs
- ☐ set priorities
- ☐ assign tasks
- ☐ create self-assessment subcommittee, if necessary
- ☐ schedule activities, meetings

Where Are We Now?

Every proposal for change is an implicit criticism of existing procedures and arrangements. If the proposal for change is to be properly considered, it is recommended here that current procedures and arrangements be evaluated and measured against proposed procedures and arrangements to reveal the performance gaps or discrepancies between them.

What are identified as important and effective aspects to management decision-making will vary according to who is asked, when they are asked, how they are asked, and who does the asking. The role of the planning committee at this point is to conduct a self-assessment of the district's current management practices by collecting information from within the organization about what is and what should be. This information will be used to develop realistic action plans for the organization to eliminate or reduce the most prominent or relevant discrepancies. The major steps of this phase are illustrated in Table 5.

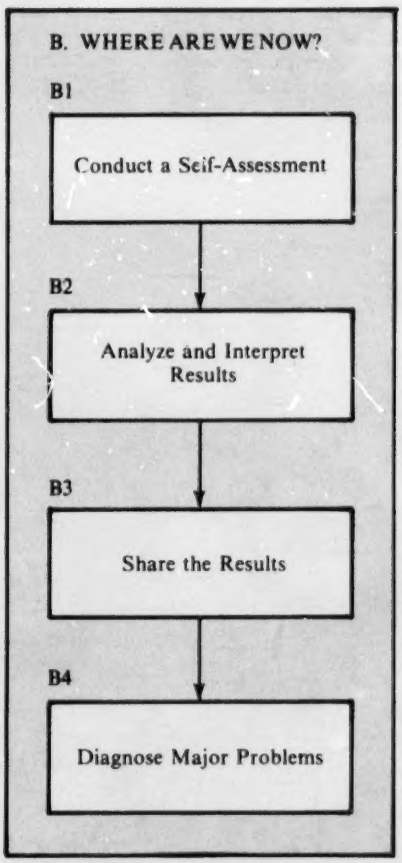
The "discrepancy approach" to self-assessment, that is, measuring the actual against the expected, reveals and clarifies future possibilities and potential problems. It encourages examination of various alternatives and viewpoints, provides a basis for measuring performance, tends to flush out major issues rather than lesser concerns, and encourages thinking about a scale of priorities. The identification of discrepancies acknowledges a changing environment and recognizes that an organization has both strengths and weaknesses. It purposely asks the question: Is there a better way?

Step B1 **Committee implements self-assessment activities.**

A district's self-assessment of its current management practices is an essential part of the team management implementation strategy. Assessment information is used to make planning decisions and provide developmental feedback to employees. The questions the planning committee need to answer include:

- What information is needed?
- Whom to ask for the information?

Table 5
Where Are We Now?—A 4-Step Process



- How to ask the questions?
- How to analyze and interpret the responses?
- What to do with the results?

Proper planning will require that the committee has relevant, accurate and timely information about the school organization, its environment, current management and communication practices, perceived needs, values, future problems and proposed solutions. The expertise and leadership of the committee members will greatly enhance their success at identifying relevant issues, yet the committee must go beyond its own membership to obtain input.

The entire board and administrative staff will probably want to be—and should be—included in the self-assessment exercise. In planning the self-assessment, the committee will need to give special attention as to how the community and the instructional and support staff are to be represented, how their inputs are to be used in reaching planning decisions, and the manner and timing of feedback which is to take place.

Several ways to assess a school management system include:

- Committee brainstorming
- Informal discussions with staff and others
- Observations of current management practices
- Interviews with administrative staff
- Self-assessment surveys
- Decision matrices

Each of these methods has its specific purposes and strengths. Choosing which methods to use to obtain assessment information will depend on a number of factors including district size, the planning timetable, support for the project, the level of security administrators feel about open participation, the present level of trust between and among the administrators and the board, and the quality of information that can be expected. Self-assessment surveys and decisions matrices are discussed here.

Self-assessment Surveys

The most efficient method to obtain organizational and attitudinal information is through a self-assessment survey. There are a number of ways to conduct such a survey and construct the questionnaire, including rating scales, ranking, checklists and open-ended questions. The usefulness of the assessment questionnaire will depend on the validity of the questions, the reliability of the responses and the practicality of the questionnaire itself. The following recommendations are meant to aid those who wish to utilize a self-assessment survey:

- Plan on using at least one other assessment strategy in addition to a survey instrument.
- Build a "diagnostic dimension" into the instrument through the use of a discrepancy design. A discrepancy instrument, such as the first instrument in Appendix D, will identify what a respondent observes to be true against what he or she would like to see occur. Through this approach, the causes of a problem can be determined; the seriousness of a problem can be measured; the existence of a problem can be confirmed. The discrepancy approach also identifies through the absence of discrepancies what is stable in a school district and worth preserving.
- Invite a representative sampling of those who will be directly affected by the results of the instrument to compose or critique its questions or statements.
- Respond to the fact that perceptions undergo continuous change by treating the self-assessment survey as more than a one-shot deal.
- Avoid the tendency to average the responses on an assessment instrument. This process limits the chance of identifying administrative or building level concerns.

The number of questions on the survey instrument can vary greatly and there is no correct number. Previously used self-assessment instruments have contained as few as fifteen items to as many as one hundred items. This decision depends on the size of the district, the comprehensiveness of the assessment, and the analytic capabilities of those conducting the study.

Decision Matrices

A decision matrix lists nearly all of the decisions which are routinely made in a school district. Such a list does not include decisions which are made only once in a decade. Surprisingly, the matrix might include no more than 100 decisions.

Again, the discrepancy approach might be easily adaptable to a decision matrix. By using the discrepancy approach to developing a decision matrix, the list of decisions is established, then each administrator in the district is asked to make two responses to each item: (1) where the decision is **currently** made (central office, building level, or both), and (2) where the decision **should** be made.

An interesting characteristic of the decision matrix is the organizational confusion that sometimes becomes evident after the results are tabulated. One would expect that the building principals and central office administrators would have differing opinions on where decisions should be made, but frequently they do not agree as to where certain decisions are currently being made.

Step B2 **Committee analyzes and interprets results**

Once all self-assessment information has been collected, the process of tabulating and analyzing begins. The planning committee (or a subcommittee) should decide how formal and in-depth the analysis should be; what analytical resources, expertise and methods are available; how much time to spend on analysis; and how the results will be reported.

For survey results, the minimum statistics that will be needed include frequencies of each response category. Results of the identifying variables are also necessary. In order that individual responses be anonymous, only one identifying variable is really necessary—organization level. The response choices here would be "Board", "Central Office Administrator", Building Administrator". Some districts, particularly larger ones, may wish to increase the number of identifying variables for more specific analysis of the response data. (A full discussion of survey data analysis and interpretations is found in Appendix D).

Step B3 **Committee shares assessment results**

This step requires the planning committee (or the self-assessment subcommittee) to report back to the board and the administrators the analysis and interpretation of the survey results as well as recommendations for further development of the plan. This can be handled in a variety of ways, either verbally or written including the following:

- A summary report to the entire management team.
- A summary report to the board and superintendent only.
- A summary report plus more specific reports based on respondent groups (e.g. principals' responses only).

Once the report(s) has been delivered, the planning committee should schedule feedback sessions to validate their analysis and interpretations. Basically, this means that the planning committee goes back to the assessment respondents (and possibly others who were not involved), discusses the results with them, and asks: Are these interpretations valid? And, if so, why? Also, what issues need to be addressed that were not covered by the assessment? Is there anything else the planning committee needs to know?

Depending on the size of the district, these sessions can be held with the entire board and administrative team, respondents only, separately by respondent groups or whatever method appears logical. In any

case, feedback sessions often adds a final layer of specific, qualitative information. However, if dialogue is to flow uninhibited, it may require that superiors and subordinates meet with the planning committee at separate times.

The final activity in this step is to share the feedback results with the full planning committee, the board and superintendent. Of course sources of information obtained during the feedback sessions should be kept anonymous and specific comments never attributed to an individual.

Step B4 **Committee diagnoses major problem areas**

After the assessment results have been shared with a chosen audience, the planning committee ultimately diagnoses the managerial areas which can be improved.

How well the planning committee diagnoses the problem greatly influences the quality of the eventual team operational plan. Some common mistakes made during problem diagnosis include: confusing facts with opinions, confusing symptoms with causes, looking for scapegoates, proposing solutions before the problem is clearly understood, and biasing the problem diagnosis to favor a preferred solution. It is important at this stage for the committee leader to focus the group's attention on diagnosis and to discourage premature consideration of solutions. The planning committee should be encouraged to explore any differences in member perception of the problem. Analysis of factual data from organizational records, surveys, decision matrices and other sources should be used whenever feasible to supplement subjective opinions about the causes of the problem.

In addition to knowing the district's problem areas, the planning committee is probably aware of what it can or cannot do anything about. Every change, no matter how small, is going to meet some resistance. The planning committee needs to know how much resistance to expect and what can be done to overcome it. Practical knowledge and common sense will play as big a role in the success of a management team plan as will the self-assessment results.

Activities Checklist

Step B1 **Committee implements self-assessment activities**

Activities:
- ☐ conduct interviews
- ☐ prepare survey instrument
- ☐ conduct self-assessment survey
- ☐ analyze decision-making procedures, administrator responsibilities

Step B2 **Committee analyzes and interprets assessment results**

Activities:
- ☐ review summary statistics, response sources
- ☐ develop decision matrix

Step B3 **Committee shares assessment results**

Activities:
- ☐ prepare self-assessment reports
- ☐ schedule feedback sessions
- ☐ solicit feedback
- ☐ validate self-assessment results
- ☐ share feedback with full committee

Step B4 **Committee diagnoses major problem areas**

Activities:
- ☐ measure discrepancies
- ☐ identify impediments
- ☐ review background information

What is our plan?

This planning stage is crucial to the success of any management team and adequate time and resources need to be provided to make sure the plan is well done.

The planning committee must finally affirm its conclusions, develop its insights and judge the differing opinions of its colleagues. The planning committee's objective is to bring all this knowledge together in the form of a written and useful management team plan. The plan guides the school management team through implementation, training, monitoring, modification and year-end evaluation. Table 6 illustrates the major steps of this phase of the strategy.

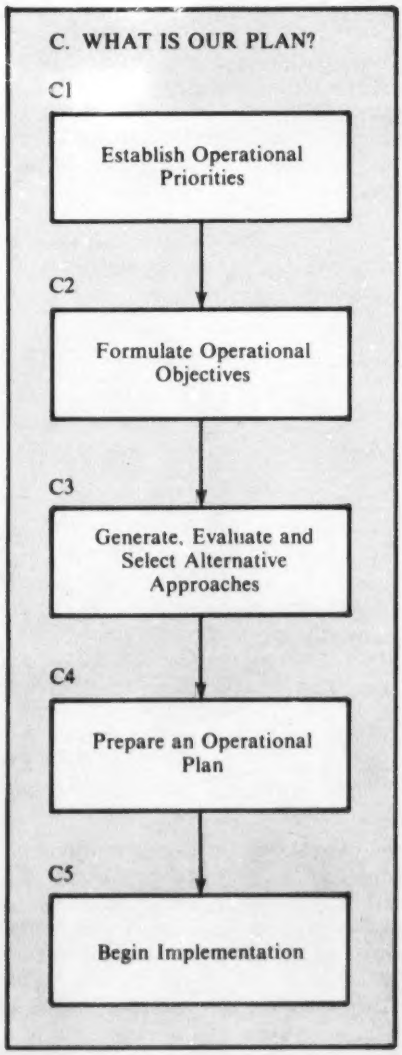
Step C1 **Committee establishes operational priorities**

Prioritizing simply means the planning committee is going to rank in order the problems and needs the team operational plan will address. The method for doing this using discrepancy based data is discussed in Appendix D. The priorities list should be developed with the idea that from it the planning committee will set long-term implementation goals.

Prioritization is a simple way to expedite development and implementation of a plan. A decision could be made to develop the plan in stages and determine which team components would be developed first. Remember, however, that since these are long-term goals, activity in an area given low priority status could be delayed for years.

The focus of the committee should be on goals of team management which have a reasonable chance for success. The committee might benefit by a session of brainstorming possible pitfalls which could inhibit the successful achievement of certain management team goals. It is better to anticipate problems rather than react to them.

Table 6
What Is Our Plan—A 5-Step Process



Step C2 **Committee formulates operational objectives**

Objectives must be consistent with the overall goals of the school district's organization and the entire planning committee should participate in the formulation of specific team management objectives. These objectives must be stated concretely, otherwise the team members will not understand them. They must reflect the needs evident from the self-assessment or they will be ineffective. The objectives must also be varifiable; that is, two people can agree that the objective was accomplished.

Some examples of possible objectives are:

- To revise administrative job descriptions.
- To improve communication between home and school by forming Home/School Advisory Councils in each school.

The setting of specific objectives should establish what is expected from the management team approach, the standards by which success will be measured, planned target dates, and a general awareness of the team's orientation.

Step C3 **Committee generates and evaluates alternatives**

The committee confronts each objective one-by-one. Each committee member suggests any possible solution to reach that objective that comes to mind, regardless of how far-fetched it may appear. Any criticism of ideas is avoided. After alternatives are generated, they can be discussed and other alternatives can be added.

The next step is to evaluate the proposed alternative solutions in terms of possible outcomes, estimates of costs and benefits, and potential pitfalls. Consideration should be given to available time, staff and financial resources.

The mistakes commonly made during the solution evaluation process include: failure to devote adequate attention to forecasting the multiple consequences of a solution, biasing estimates of consequences to support a favorite solution, not limiting discussion to the solutions themselves, and making a hasty choice before the solutions are properly evaluated. The leader can play an important role in helping the committee to avoid these kinds of mistakes.

After the proposed alternatives are separately evaluated and compared, the committee must attempt to choose the best ones. Sometimes the choice will be easy. Usually, however, there are several reasonably good solutions, each with advantages and disadvantages. The entire committee will have to actively participate in a consensus decision. "Ownership" of the management team plan by the committee and those it represents is crucial to the plan's success.

Step C4 **Committee prepares an operational plan**

The planning committee should appoint one or two of its own members who have been involved in the planning process all along to actually organize and draft the management team operational plan.This is a difficult task and requires experience and knowledge about the emphasis that is expected by the full planning committee.

Major components which might be addressed by the operational plan include:

- **Management team goals and objectives**
  The goals should be clear and concise and reflect the ultimate purposes of the management team. The objectives should be viewed as the more specific methods to achieve the goals. The Newark City School District, as an example, has a four-tiered set of objectives:

  1. System Developmental Objectives — These objectives are district-wide in scope, such as, "To establish a Home-School Advisory Council in each school."
  2. Unit Developmental Objectives — These objectives are building or departmental in scope, such as, "To develop a special education handbook for use by building principals."

3. Personal Growth Objectives — These objectives focus on individual professional skills, such as, "To improve time management skills."
4. Operational Objectives — These objectives are related to specific administrative job functions, such as, "Coordinates student activity programs, and serves as an administrative job description."

- **Commitments, policies and agreements**
  This section of the plan would include recommended board policies and resolutions and any special agreement or contract between the board and administrators. Formal documents are necessary to help give the management team desired importance. These documents are a tangible indication of the commitment necessary from all members of the management team involved.

- **Types and number of teams**
  Often the size of a school district indicates the number of necessary levels of communication for decision-making. In a small district, it could be possible to have all administrators participating on the team. In addition to a management team, larger school districts probably need administrative teams functioning in various units of the district. For example, there may be a need for a superintendent's cabinet made up of central office administrators, or administrative teams for curriculum development or for collective bargaining with teachers and further subunits.

  Administrative team organizations can include:[5]

  1. Horizontal or peer teams (the superintendent and top assistants, a team composed of all secondary principals, etc.)
  2. Vertical or household teams (a cross section with representatives of various functions in the entire district: e.g., superintendent, director, supervisor, principal, etc.)
  3. Staff team (the superintendent and staff administrators)
  4. Line team (the superintendent with line administrators)
  5. Composite team (all or representatives of both staff and line administrators)
  6. Ad hoc team or task force (selected experts, knowledgeable in their special areas, serving on a team that will be disbanded once its recommendations are presented to the central or leadership team)

- **Types of decisions and the decision-making process**
  Decisions made by management teams need to deal with appropriate "real" issues. In making decisions, both the *who* and *how* are important. It may be helpful to classify the *who* of decision-making into four categories, starting with the most basic level:[6]

  1. The decision made by a principal or central office administrator that affects only his/her own building or sphere of operation. Example: Should we have a fire drill today?
  2. A decision made by a group, such as the elementary principals or the subject-area supervisors, which will involve more than one school but which will probably affect only that group. Examples: Should we have a uniform schedule of when we will be in the buildings to help teachers? How will parent-teacher conference days be organized?
  3. A decision which will affect the entire system, and so an ad hoc team or task force will be established to investigate the alternatives for solving the problem. Examples: What will be our stance in meeting the demands laid on the table by our custodians in negotiations this year? Do we need to review student discipline procedures used in our schools?
  4. A decision which must be made solely by the superintendent and/or board of education because of (a) legal authority, (b) time limitations, or (c) unusual circumstances. Example: Shall we close today because of heavy snow? Shall we assign this person to a citizen's advisory committee since he has been involved in a recent controversy?

- **Membership and participation of the team**
  The American Association of School Administrators recommends administrative teams represent every category of administrator and supervisor. The process to determine membership should attempt to

match people to expected team roles, much as a coach takes advantage of player strengths when making assignments. A strong management team effectively utilizes the different skills of individual administrators. Provision should be made for the length of term for each team member, or if it's continuous that should be clearly stated.

Seldom should the same method be used for all decisions. Team decision-making is not always the most appropriate method. The *how* of decision-making should vary according to the type of decision, the amount of time and resources available, the nature of the overall task, and the team members who are involved. The use of a decision matrix as explained earlier would be helpful.

- **Communications/meetings — agenda and reporting process**
  Team meetings should be held regularly with the frequency determined by the team members at the beginning of each school year. Each member of the team should be encouraged to submit agenda items in advance of the meeting of the team leader. Immediately following each team meeting, a meeting summary should be distributed to all members. All members of the administrative team should be involved in making formal reports to the board of education on activities in the school district and be encouraged to attend board meetings as resource persons.

- **Roles and job expectations**
  A common complaint heard from administrators involves not clearly understanding what's expected of them on their job. It is imperative that any team management operational plan include specific job descriptions for each administrator and that the administrator's performance be evaluated on the basis of that job description. Each administrator must be involved in the development of his/her job description.

- **Administrator evaluation/compensation**
  A team management operational plan should include the administrative evaluation system to be used with each member. It is also recommended that administrative salaries be determined through a process developed as part of the team management operational plan. Care must be taken so the compensation component properly rewards administrative performance and responsibility.

- **Time and financial resources**
  Adequate time and finances need to be allocated by the school district not only to carry out the development of the team management plan but also to budget for its implementation. In most cases, the implementation of a management team should not add costs, but may reduce costs due to more efficient use of available resources.

- **Administrative staff development**
  Some of the individual administrative skills necessary for a successful management team may need to be developed. An administrative staff development component is essential. Inservice topics can be generated from the self-assessment completed earlier. Inservice programs should be developed for all members of the management team including the superintendent and members of the board of education.

- **Informal and social relationships**
  Effective management teams usually provide for informal and social activities involving team members and sometimes their spouses or friends. For example, an annual picnic involving all administrators, board members and their families can do wonders toward helping build positive relationships. Such activities might be done in various units of larger school districts.

- **Timeline for presentation of plan for approval and implementation**
  The plan needs to include a timeline that outlines the development of the management team from implementation to evaluation.

- **Evaluation procedures for the plan**
  The plan needs to include an evaluation component that specifies how the management team will be evaluated once it is in operation. This is discussed in the following section.

Upon completion of the operational plan draft, the planning committee should present it to the other administrators in the district for review and approval. It is suggested that this be done at a regularly scheduled meeting of the administrators. It would be desirable for the administrators to have the opportunity to review the plan in advance of the meeting, offering suggestions for change prior to considering approval. Once the plan is adopted by the administrators, it can be presented to the board of education.

In order for the management team to be successful the operational plan must elicit a high degree of support from everyone involved. The board of education has the ultimate responsibility for establishing policy for the district and their commitment to the management team operational plan is imperative.

The planning committee must present the operational draft plan to the board of education for review and approval. This should be done as a report at a regularly scheduled meeting. It would be desirable for the board to have an opportunity to review the plan for one month, offering suggestions for change prior to considering adoption at the next meeting. Once the plan is adopted by the board, it can be printed and distributed and implementation can begin.

Step C5 **Committee directs implementation of the plan**

This step begins Phase II of the planning program — the implementation phase. The planning committee now begins serving as a steering committee to bring about the actual participation and development of the team decision-making procedures. To begin,the management team operational plan should be widely distributed to the board, all administrators, staff, media and other organizations.

The management team (and other teams) should meet to be informed about the proposed changes and the role of each individual. During team meetings, the planning committee will want to assist the management team to (1) develop a set of operational objectives to implement the plan, (2) identify ways to develop input information, (3) assign tasks to specific individuals, (4) develop a schedule for completing task assignments, and (5) review, discuss, and revise procedures as needed and as assignments are completed.

Activities Checklist

Step C1 **Committee establishes operational priorities**

Activities:
- ☐ set long-term goals
- ☐ divide the work into manageable tasks
- ☐ focus on areas with reasonable chances for success
- ☐ revise timetable, if necessary

Step C2 **Committee formulates operational objectives**

Activities:
- ☐ draft operational objectives
- ☐ indicate expected outcomes
- ☐ develop measurement criteria
- ☐ set priorities
- ☐ plan target dates

Step C3 **Committee generates and evaluates alternatives**

Activities:
- ☐ brainstorm potential activities/solutions
- ☐ predict possible outcomes
- ☐ estimate benefits and costs
- ☐ forecast possible pitfalls
- ☐ agree on best activities/solutions
- ☐ set priorities
- ☐ create plan-writing subcommittee

Step C4 **Subcommittee prepares operational plan**

Activities:
- ☐ draft team plan
- ☐ present draft to full committee
- ☐ revise plan as necessary, finalize
- ☐ obtain administrator approval
- ☐ obtain board approval

Step C5 **Committee directs implementation of plan**

Activities:
- ☐ distribute plan to board, administrators, staff, media, and other organizations
- ☐ begin training board and administrators
- ☐ begin team building procedures
- ☐ identify teams and team members
- ☐ schedule team meetings
- ☐ implement team decision-making procedures
- ☐ provide necessary start-up time, leadership

How Are We Doing?

Planning and implementation have taken place and a sufficient period has elapsed to permit development of attitudes, understanding and skills. Now it is time to evaluate whether or not the management team is indeed becoming an acceptable workable reality within the school district. Even the most thorough plans have a way of going awry; therefore, it is essential to check on how things are progressing.

Many people are apprehensive about evaluation, for they seem to equate it with judgmental statements about right and wrong, good or bad, etc. But evaluation is merely the matter of measuring progress and determining to what extent our goals and objectives have been met. In other words, are we doing what we set out to do?

To answer this important question the planning commitee needs to gather data about the environment created to facilitate the management team, about the adequacy of the processes being used to promote and sustain the team operation, about the effects of the management team approach on the individuals and groups of people involved, and about any anticipated consequences (either positive or negative) which may have resulted. Table 7 illustrates a process to gauge how the management team is doing.

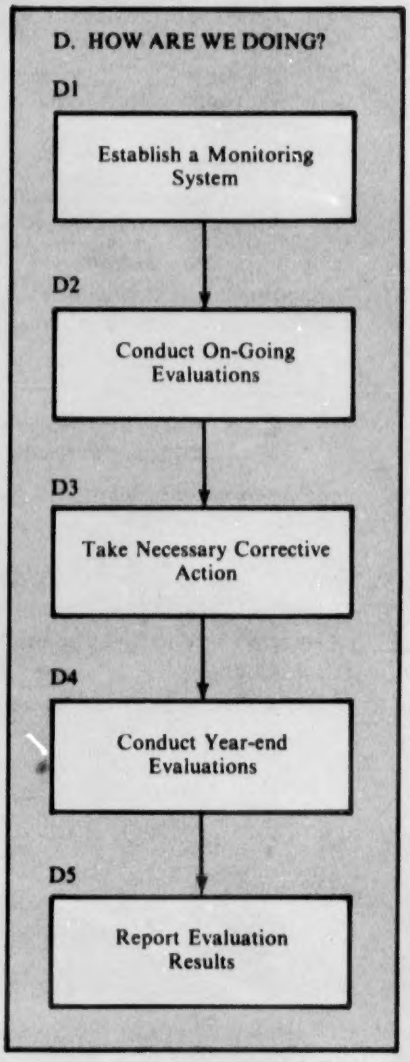
Step D1 **Committee establishes a monitoring system**

How is the team going to ensure that it adheres to its objectives? The answer lies in the development of a system that can monitor the team, establish guidelines, verify progress, and prevent and correct problems as soon as or before they happen. Such a monitoring system is dependent on evaluation methods to measure progress and record-keeping procedures to document results.

Evaluating information can be obtained in a variety of ways:

- Observations (both organized and informal) of how participants are reacting to the plan and of what they are doing as a result of its implementation

Table 7
How Are We Doing?—A 5-Step Process



- Informal or structured interviews with those on the team
- Surveys and questionnaires

Several record-keeping procedures which help monitor the management team implementation and development include (see Appendix E):

- Trace documents: When the team is reviewing a particular problem or decision, team members are there to give input. The trace documents record each suggestion, the response to it and follow-up activities to be scheduled and carried out.
- Team meeting record sheets: Like the minutes of a meeting, this monitoring procedure identifies the date and time of a team meeting, members present, visitors, the agenda and action taken. Furthermore, the record sheets can indicate the source of the agenda item, the person responsible for implementation of a decision and the target date.
- Plan of action worksheet: This type of document identifies one objective, the major activities to be pursued, deadlines, resources, costs and evaluation time.

Monitoring procedures can be planned to gather feedback from several sources, both from within and outside the management team. For example, a school system might wish to involve teachers and/or community members in the process to evaluate the reality of the management team in the district. If such people are contacted, however, care should be exercised to clarify with them exactly what they are evaluating—not the board of education or administrators, but the interaction among and between them. The door should not be opened to teacher and community evaluation of board or administrative performance. Yet carefully worded inquiries could elicit valuable information as to whether there appears to be communication among members of the management team, whether administrators seem to have input into decisions, etc. The selection of individual teachers and/or citizens to be involved in the evaluation process should be given careful consideration.

Another external source of evaluation data is a consultant. The consultant could be a member of one of the education management organizations who is knowledgeable about the management team concept, its components and characteristics. The consultant could also be an administrator or board member from another school district that has had experience and success in implementing the management team. Or the consultant might be an outsider—university professor or professional consultant—with whom management team participants would openly and honestly discuss their opinions and feelings.

Step D2 **Committee conducts ongoing evaluation**

This type of evaluation provides a formative means to review the effectiveness of the team management procedures. Such an evaluation involves implementation of the feedback and record-keeping procedures, comparison of performance with objectives, identification of strengths and weaknesses, determination of causes and consultation, all in the name of improving the team's effectiveness. The planning committee should assist the management team in examining the relationships among team members and the processes that govern team activities (e.g. norms, decision-making, communications). In short, this is the time for team strengthening and fine-tuning. To do so, the committee will need to continually evaluate areas such as: leader behavior, member behavior, outcomes, differentiation of roles, member motivation, team cohesiveness, team composition and decision-making practices.

To deal with issues of this sort it is essential to establish specific times and checkpoints for monitoring total team progress. Characteristically, the team should view additional input as significant enough to warrant the time and energy for a group to examine in order to improve its practices.

It is important for the team members not to forget why the management team concept is in operation. A smoothly functioning team can lull participants into forgetting that any special effort is being expended. A further consideration is that board member turnover in Ohio is very high and the on-going evaluation procedures will better orient and commit new board members to the team approach. (Appendix F contains a sample formative evaluation instrument.)

Step D3 **Management team takes necessary corrective actions**

In any successful management team operation, new problem areas will surface, necessitating a recycling through the team problem-solving process. This is not unusual inasmuch as team management is not a one-time proposition. If team members are not refining their management procedures, they may, in fact, lack the interest or skills to be successful at team management. A successful team will reinforce its purpose and direction by making necessary improvements to the team operation.

Formative evaluation information serves as a basis for corrective actions. During the formative evaluation process, the major goals of the management team plan—a close collaboration, a sense of participant ownership, careful preplanning, and successful implementation—were re-examined in terms of the changes and growth being sought. The formative evaluation process may have indicated, for example, the members of the team lack a sense of ownership of the decisions being made. Such problems need to be corrected so that future decisions are not affected negatively. Corrective action is the ultimate criterion by which evaluation information should be judged and represents a further improvement and refinement of the district's management team operation.

Step D4 **Committee conducts year-end evaluation**

A summative evaluation occurs after the management team plan has been implemented for a significant period of time, perhaps a calendar year or a school year. This type of evaluation provides evidence of the overall effectiveness of the plan and information for subsequent planning. As with formative evaluation, this step can be handled by both written and oral methods. An evaluation subcommittee may be created to coordinate the evaluation process.

All too often, the evaluation of the management team is never accomplished. This is unfortunate because the summative evaluation can lead to greater team effectiveness. The year-end evaluation should also serve as the basis for developing new objectives, new strategies, and the performance measures by which they will be judged.

In general, a year-end evaluation of the management team should involve the following characteristics:

- Reflect the goals and objectives of the team.
- Provide information on all the significant team components.
- Gather practical information from a variety of sources.
- Logically lead to conclusions and appropriate decisions.
- Be flexible relative to its data collection procedures and the sources of the information.
- Be comprehensive, regularly conducted and meaningful.

There are many evaluation instruments from which to choose (see Appendix F). The best advice is to design the year-end evaluation instrument along the lines as the self-assessment techniques and instruments used at the beginning of the planning process. The comparison of earlier data and evaluation data is an excellent way to measure the successes or shortcomings of the team's activities during the past year. It might also be a good idea to review the first section of this manual to see if the premises, team decision-making characteristics and expected benefits outlined therein are indeed a reality.

Step D5 **Committee shares the results**

The final step in this recommended implementation strategy is to share the results of the summative evaluation with the management team and other groups.

This step could involve a written report or oral presentations. By this time, team members should be quite familiar with and capable of using these communication techniques.

It is important that the planning committee take this step seriously, for it will be its last step before disbanding. The planning committee is in a better position than any other group to describe and relate the lessons learned and to present recommendations for the future.

Activities Checklist

Step D1 **Committee establishes monitoring system**

Activities:
- ☐ create monitoring and evaluation subcommittee
- ☐ identify verifiable performance measures
- ☐ specify cooperative problem prevention and correction methods
- ☐ develop feedback methods
- ☐ visitations/observations
- ☐ follow-up interviews
- ☐ informal discussions
- ☐ record minutes of team meeting
- ☐ develop "trace document"

Step D2 **Committee conducts ongoing evaluations**

Activities:
- ☐ implement feedback methods
- ☐ compare performance with objectives
- ☐ identify strengths and weaknesses
- ☐ determine causes
- ☐ consult team leaders/outsiders/consultants

Step D3 **Team takes necessary corrective actions**

Activities:
- ☐ correct or modify policies, procedures, practices
- ☐ redesign teams, if necessary

Step D4 **Committee conducts year-end evaluations**

Activities:
- ☐ readminister original self-assessment survey or use other means
- ☐ compare results with previous year
- ☐ diagnose discrepancies
- ☐ set priorities
- ☐ evaluate operational objectives, procedures
- ☐ gauge resource requirements
- ☐ develop recommendations

Step D5 **Committee reports evaluation results**

Activities:
- ☐ present evaluation report to management team
- ☐ disband planning committee

III. Special policy considerations

Introduction

As with nearly every concept, certain "bread and butter" issues must be dealt with if the team management concept is to be put into practice successfully.

This section focuses mainly on the role of the board of education and the necessary policy-making steps to ensure that there is district-wide understanding of the team management process. Policies are also needed to secure cohesion of the team and to lend an air of lasting commitment to the concept. Without written policies on the subject, administrators, in particular, worry that the management team philosophy is built on a flimsy foundation.

School boards intending to implement a sound and lasting management team should consider the adoption of policies in the areas described in this section.

A Management Team Policy

What a board and its administrators truly believe about what a management team means should be stated in a written policy. This policy lays the basis for the entire concept, thus it should state certain philosophical principles and indicate some of the specific components of the team in operation in the district.

In developing its policy, a board might use as a skeleton the "Management Perspective" found on page 9 of this manual. It can be modified to fit local conditions and philosophies. (Also see Appendix G).

In *The Administrative Leadership Team*, the American Association of School Administrators and the National School Boards Association recommends that such a policy should contain the following elements:

- The board's belief that the management team concept will improve the overall governance of the district.
- The legal standing of the team itself; that is, that the board and superintendent are still accountable for the decisions and the team will act in an advisory capacity, communicating through the superintendent.
- The makeup of the team itself, with provisions for representatives and liaisons to attend meetings.
- The specific tasks the board delegates to the team, including the areas of decision-making and governance that will be team functions and those that will be handled otherwise.
- The willingness of the board to invest time and money into the management team concept.

Job Descriptions

Ohio law requires districts to develop administrative job descriptions and these should be coordinated with the roles that will be required of persons on the management team. In so doing, each administrator should have input in developing his or her job description.

By law, certain actions must be carried out by certain team members; therefore, the actions cannot be delegated to the team. For example, Ohio laws allow principals to suspend students, but only the superintendent may expel the student from the school. Boards of education also have certain statutory duties that only they can perform. Job descriptions, therefore, must reflect these legal requirements. Furthermore, remember that administrative position descriptions can change frequently; therefore, an important clause to include is " . . . other duties as assigned . . . " Sample job descriptions are available from your state association.

Administrator Evaluations

Ohio law also requires a board to establish evaluation procedures for its administrators, with the exception of the school system's treasurer. It is recommended here that a policy be adopted stating that all members of the management team, including the board members and the treasurer, be evaluated at least once a year.

The purpose of the evaluation is to improve performance and assist boards and the superintendent with employment, promotion and dismissal decisions. The evaluation process will also assist a board in establishing compensation packages for its administrators. It can further help a board in its role as the community representative by demonstrating that the management team process and personnel are being monitored. Joint development of the evaluation instrument is a good idea.

"Team building will get built into the management practices of organizations to such a degree that managers will take it as a matter of fact that one of their responsibilities is to insure cohesion, collaboration, and joint planning and decision making as needed. They will wonder about all the fuss raised in the 1960's and 1970's regarding 'team building.' "

William Dyer

With increasing frequency across the nation, boards are developing evaluation instruments for the purpose of determining their own effectiveness. Usually these take the form of self evaluation, with board members (and occasionally the superintendent and/or treasurer) looking at how effectively they are working. (see Appendix G.)

Administrator Contracts

The length and form of administrator contracts is also addressed by Ohio law. Multi-year contracts are now called for under certain conditions. Boards should incorporate into policy the manner in which these legal provisions will be carried out.

In addition, thought should be given to the procedures which will go into effect if a reduction in the number of administrators becomes necessary. Boards are urged to adopt a policy on this matter so that everyone on the team knows in advance how a reduction in administrative staff will take place.

Clear-cut, practical policies in this regard will help administrators feel somewhat more secure in their positions. Team members must be assured that open participation—the contribution of ideas and actions—will not adversely affect their status, roles and job security. The chief administrator must also feel secure to delegate responsibility to the team. This, in turn, will increase the level of trust between the board and administrators and the quality of information that the management team can expect to receive.

Administrator Salaries, Fringe Benefits and Other Compensation

There is probably nothing that can more quickly lead to management team dysfunction than for administrators to receive compensation that they consider to be less than commensurate for the work they do. The district's administrator reward structure and incentives must encourage and support team participation and sharing.

To help avoid major problems in this area it is important for a board, through written policies, to clarify its method of setting administrator salaries. There are many ways to determine administrator compensation. A 1981 publication of the American Association of School Administrators, entitled *Compensating the Administrative Team,* examines several methods and addresses the need for creativity in regard to administrator fringe benefits. The National School Boards Association has reviewed and approved this publication for use by school boards.

Liability Coverage and Legal Defense

In their professional capacity, school administrators are usually carrying out the policies of the board and the directives of the superintendent. Under Ohio law, boards may purchase professional liability insurance to protect board members, administrators, and employees in their official capacity. Legal defense costs are included in the policy limits of most liability insurance policies. A board should consider purchasing liability insurance policies for its employees to protect them in the event of a lawsuit and to further strengthen the cohesion and trust of the team.

The Policy Impact Statement

One of the biggest mistakes that a board of education can make is to adopt a policy before it is aware of the possible results of that policy on the various components of the school system. A way to alleviate this possibility, and perhaps to avoid it, is to adopt a "policy impact statement" policy (see Appendix G).

The policy impact statement calls for widespread review of the proposed policy before board adoption. As part of the review process, the proposed policy is submitted to each member of the management team who is invited to respond in written form as to the policy's possible effect, positive or negative, on that administrator's sphere of operation. These comments are then reviewed before the policy is finally adopted. For minor policy revisions, the process just described need not be used; for major policies, however, the process ensures that there is unanimous management team backing of the policy.

IV. Conclusion

It has been said by practicing school administrators that their single most crucial resource, and, at the same time, most complex problem, is people. Likewise, the school management team will be as effective, or as lame, as the people on the team allow it to be. In order to realize the full potential benefits of team management, those involved in the implementation of the team must pay particular attention to the district's leadership, structure and processes as they impinge on the human aspects of management. School board members and administrators need to encourage input into the decision-making process from all concerned segments of the management structure and to increase meaningful communication among the board, the administration, the instructional and non-teaching staff, students, parents and the community.

The major difference between "normal" school management and team management is one of emphasis and scope. In general, team mangement:

- Involves the entire school district operation.
- Is a long-term, continuous undertaking and not a one-time effort.
- Is concerned with developing a positive organizational climate and job satisfaction.
- Is aimed at improving effectiveness of decisions through increased quality and acceptance.
- Involves a commitment to change from the board and superintendent on down.
- Is concerned with where the organizational is and where it would like to be.
- Is aimed at developing organizational competence and open communications.
- Involves establishing collaborative relationships and trust.

As was stated in the preface of this manual, team management has the potential to become a powerful tool. The key is input. Success depends on commitment and support of the boards and all its administrators. Motivations, readiness and acceptance for the change must be authentic. In a sense, the successful management team is a self-fulfilling prophecy: each positive result reinforces faith in the team management process itself. This, in turn, instills even greater confidence in the management team approach to operating Ohio's public schools.

Footnotes

[1]Norman Maier, *Problem-Solving Discussions and Conferences: Leadership Methods and Skills* (New York: McGraw-Hill, 1963).

[2]Jay Galbraith, *Designing Complex Organizations* (Menlo Park, Calif: Addison-Wesley, 1973).

[3]Warren F. Thomas, "The Management Team—Is It a Reality? An Ohio Survey". *Ohio School Boards Journal,* 25 (June 1981), 8.

[4]Richard A. Schmuck, "Development of Management Teamwork: National Overview." Paper presented at the Educational Managers Annual Academy, Wemme, Oregon (July 1974).

[5]Kenneth A. Erickson and Walter H. Gmelch, *School Management Teams: Their Structure, Function, and Operation* (Arlington, Va.: Educational Research Service, 1977),8.

[6]Richard A. Boyd, "Team Management Concepts in Operation—Medium City School District." *The Administrator,* 7 (1977), 28.

[7]Erickson and Gmelch, 41-45.

Selected bibliography

Albrook, R.C. Participative Management: Time for a Second Look." *Fortune,* 76 (May 1967). 166-170, 197-198, 200.

Alutto, J.A., and Belaso, J.A. "Typology for Participation in Organizational Decision-Making." *Administrative Science Quarterly* (March 1972), 117-125.

Ambroisie, F., and Heller, R.W. "The Secondary School Administrator and the Perceived Teacher Participation in the Decision-Making Process." *Journal of Experimental Education,* 40 (Summer 1972), 6-13.

American Association of School Administrators. *The Administrative Team Career Development Series.* 4 vols. Arlington, Va.: AASA, 1981.

Anderson, B. Robert. "Administrative Team in Motion." *School Management,* 17 (March 1973), 19-20, 24.

Association of California School Administrators. *A Digest for Ideas for Implementing the Management Team: OR How We Have Our Say If Not Always Our Way* Burlingame, Calif.: ACSA, 1980.

Aukee, W.W., J.A. Beckwith and K.O. Buttemiller. *Inside the Management Team.* Research Monograph No. 1. Detroit: Metropolitan Detroit Bureau of Social Studies, Inc., 1973.

Barea, Norman. "Principals—Yes, They Are Management." *NAASP Bulletin,* 61 (January 1977), 81-84.

Beaubier, Edward W., and Thayer, Arthur N., editors. *Participative Management—Decentralized Decision-Making: Working Models. A Monograph.* Burlingame: Association of California School Administrators, 1973.

Blumberg, Arthur and Fred Feitler. "Participative Decision-Making in The Schools." *College Student Journal,* (February-March 1972), 61-66.

Boles, Harold W. "An Administrative Team?" *Journal of Educational Administration.* 13 (October 1975), 73-80.

Buckeye Association of School Administrators. "Team Management," *The Administrator, 7* (Winter 1977, 3-32.

Cleland, D.I., and W.R. King. "Project Management in School Administration." *Educational Technology,* 12 (February 1972), 67.

Coelho, Robert J. "Administrative Team Approach—Development and Implementation." Paper presented at the American Association of School Administrators annual meeting, Dallas, February 1975.

Drucker, Peter. Management: Tasks, Responsibilities, Practices. New York: Harper & Row, 1973.

Erickson, Kenneth A., and Walter H. Gmelch. *School Management Teams: Their Structure, Function, and Operation.* ERS Monograph. Arlington, Va.: Educational Research Service, 1977.

Erickson, Kenneth A. and Robert L. Rose. "Management Teams in Educational Administration: Ideal? Practical? Both?" *Oregon School Study Council Bulletin,* 17 (December 1973).

Estes, Nolan. "How Can We Make the Administrative Team Concept Come Alive?" Paper presented at the American Association of School Administrators annual meeting, San Francisco, March 1973.

Fensch, Edwin A., and Robert E. Wilson. The Superintendency Team: Organization and Administration of a School System's Central Staff. Columbus, Ohio: Charles E. Merrill Books, 1964.

Frech, W.L., and R.W. Hollman. "Management by Objectives: The Team Approach." *California Management Review,* 17 (Spring 1975), 13-22.

Frucci, John. "The Principal as a Key Member of the Management Team." Paper presented at the National School Boards Association annual meeting, Houston, March 1977.

Haines, Gerald L. "The Management Team: Advocates for Kids. A High School Principal's Perspective." *Thrust for Educational Leadership,* 6 (November 1976), 7-9.

Galbraith, Jay. *Designing Complex Organizations.* Menlo Park, Calif.: Addison-Wesley, 1973.

Goode, J.M., editor. "A Pattern of Management Action: Management Team." *Readings in Educational Management.* New York: American Management Association, 1973, pp. 139-157.

Lewis, John W. III. "Management Team Development: Will It Work For You?" *Personnel,* 52 (July-August 1975), 11-25.

Likert, Rensis. *The Human Organization: Its Management and Value.* New York: McGraw-Hill, 1967.

Likert, Rensis. *New Patterns of Management.* New York: McGraw-Hill, 1961.

Lowell, Carl Duane. "The Distribution of Power, Group-Decision, and Behavioral Outcomes." Ph.D. dissertation, University of Oregon, 1972.

Maier, Norman. *Problem-Solving Discussions and Conferences: Leadership Methods and Skills.* New York: McGraw-Hill, 1963.

Marrow, Alfred, David Bowers and Stanley Seashore. *Management by Participation.* New York: Harper & Row, 1967.

Maslow, Abraham. *Eupsychian Management: A Journal.* Homewood, Illinois: Richard D. Irwin, Inc., 1965.

McGregor, Douglas. *The Human Side of Enterprise.* New York: McGraw-Hill, 1960.

McNally, Harold J. "A Matter of Trust—The Administrative Team." *National Elementary Principal,* 53 (November-December 1973), 20-25.

Menz, Gilbert. "The Management Team from a Principal's Point of View." Speech given at the National Association of Secondary School Principals annual meeting, 1973.

Miller, Ellen Wasby and Arzell Ball. "The Case for Replacing your District's Hierarchies with Teams." *The American School Board Journal,* 162 (July 1975), 34-36.

National Association of Secondary School Principals. *Management Crisis: A Solution.* Washington, D.C.: NASSP, 1971.

Ohio Association of Elementary School Principals. *The Administrative Team.* Westerville, Ohio: OAESP, 1971.

Ohio Association of School Administrators. "The Management 'Team': Who's Got the Ball?" *Ohio Elementary Principal,* 7 (September 1978), 5-20.

Ohio School Boards Association. *The Management Team: A Recommended Approach for Operating Ohio Schools.* Westerville, Ohio: OSBA, 1978.

Piper, Donald L. "Decision-making: Decisions Made by Individuals vs. Those Made By Group Consensus or Group Participation." *Educational Administration Quarterly,* 10 (Spring 1974), 82-95.

Redfern, George B. "School Management: Administrator Union or Management Team?" Paper presented at the American Association of School Administrators annual meeting, Atlantic City, 1972.

Salmon, Paul B. "Are the Administrative Team and Collective Bargaining Compatible?" *Compact,* 6 (June 1972), 3-5.

Sampson, Howard L. "Participative Management Model." *Journal of Systems Management,* 27 (January 1976), 16-18.

Schmuck, Richard A. "Developing Collaborative Decision-Making: The Importance of Trusting, Strong and Skillful Leaders." *Educational Technology,* 12 (October 1972), 43-47.

Schmuck, Richard A. "Development of Management Teamwork: National Overview." Paper presented at the Fifth Annual Academy of Educational Managers, Wemme, Oregon, July 1974.

Schmuck, Richard A. "How Can School Accomplish Humanistic Change?" *Educational Leadership,* 32 (March 1975), 380-383.

Schmuck, Richard A., et al. *The Second Handbook of Organization Development in Schools.* Palo Alto, Calif.: The Mayfield Publishing Company, 1977.

Sharpe, Fenton. "Trust—Key to Successful Management." *Oregon School Study Council Bulletin,* 19 (October 1975).

Slezak, Donald R. "Participatory Management—Shared Decision-Making 'Putting It All Together'." *Thrust for Educational Leadership*, 5 (October 1975), 22-25.

Sprague, Nancy F. "Involving the Assistant Principal on the Administrative Team." *NASSP Bulletin*, 57 (October 1973), 28-35.

Starr, Warren D. "Forging the Administrative Team." *NASSP Bulleting*, 62 (January 1978), 16-20.

Stepesis, J.A. "Participatory Management: A New Morality." *The 1975 Annual Handbook for Group Facilitators*. LaJolla, Calif.: University Associates Publishers, 1975, 120-122.

Stokes, Donald A. "The Assistant Principal—Partnership in Progress." Paper presented at National Association Secondary School Principals annual meeting, 1973.

Swift, J.S. "The Origins of Team Management." *The National Elementary Principal*, 50 (February 1971), 26-35.

Tannenbaum, R., and F. Massarik. *Leadership and Organization*. New York: McGraw-Hill, 1961.

Thomas, Warren F. "The Management Team—Is It a Reality? An Ohio Survey." *Ohio School Boards Association Journal*, 25 (June 1981), 6-9.

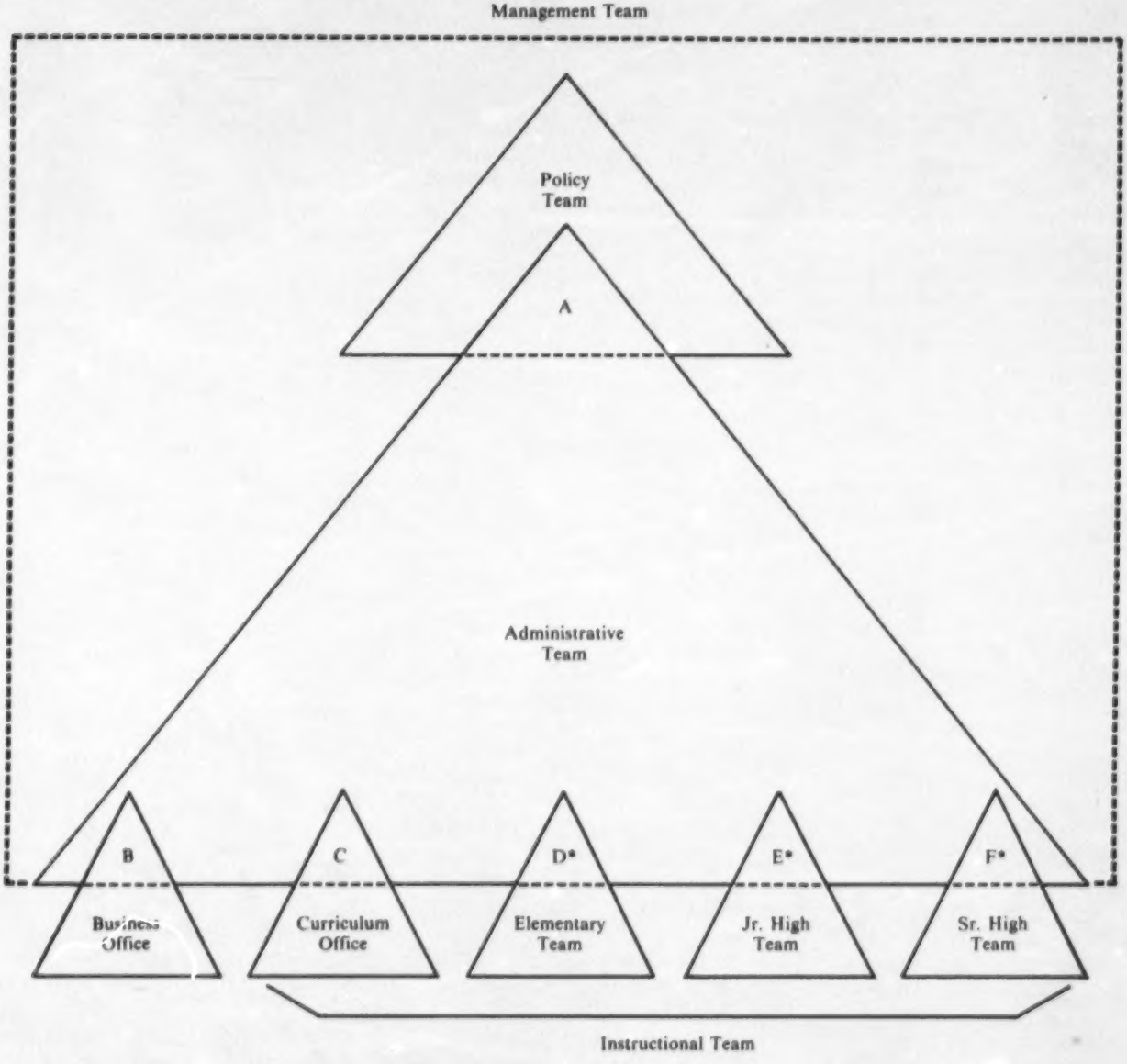
Wynn, Richard. *Theory and Practice of the Administrative Team*. Washington, D.C.: National Association of Elementary School Principals, 1973.

Appendix A: Management Team Models

Gmelch and Erickson, authors of *School Management Teams: Their Structure, Function and Operation,* describe the **Conventional** management team model, the **Crossbred** model, and a variation of these two models referred to as the **Cocoon** model.[7]

The **Conventional** management team model can be utilized "for small districts as well as for medium to larger school districts. The policy team consists of the school board members, the superintendent and the treasurer. The administrative team (referred to by Gmelch and Erickson as the leadership team) "consists of the superintendent, central office representatives of the business and curriculum staffs, and (in small school districts) all of the school principals. In medium to large school districts not all principals would be on the team but would be represented by a selected number of peers." Figures A1 and A2 illustrate the **Conventional** management team models for small school districts and medium to larger districts, respectively.

Figure A1
Conventional Management Team Model (smaller districts)

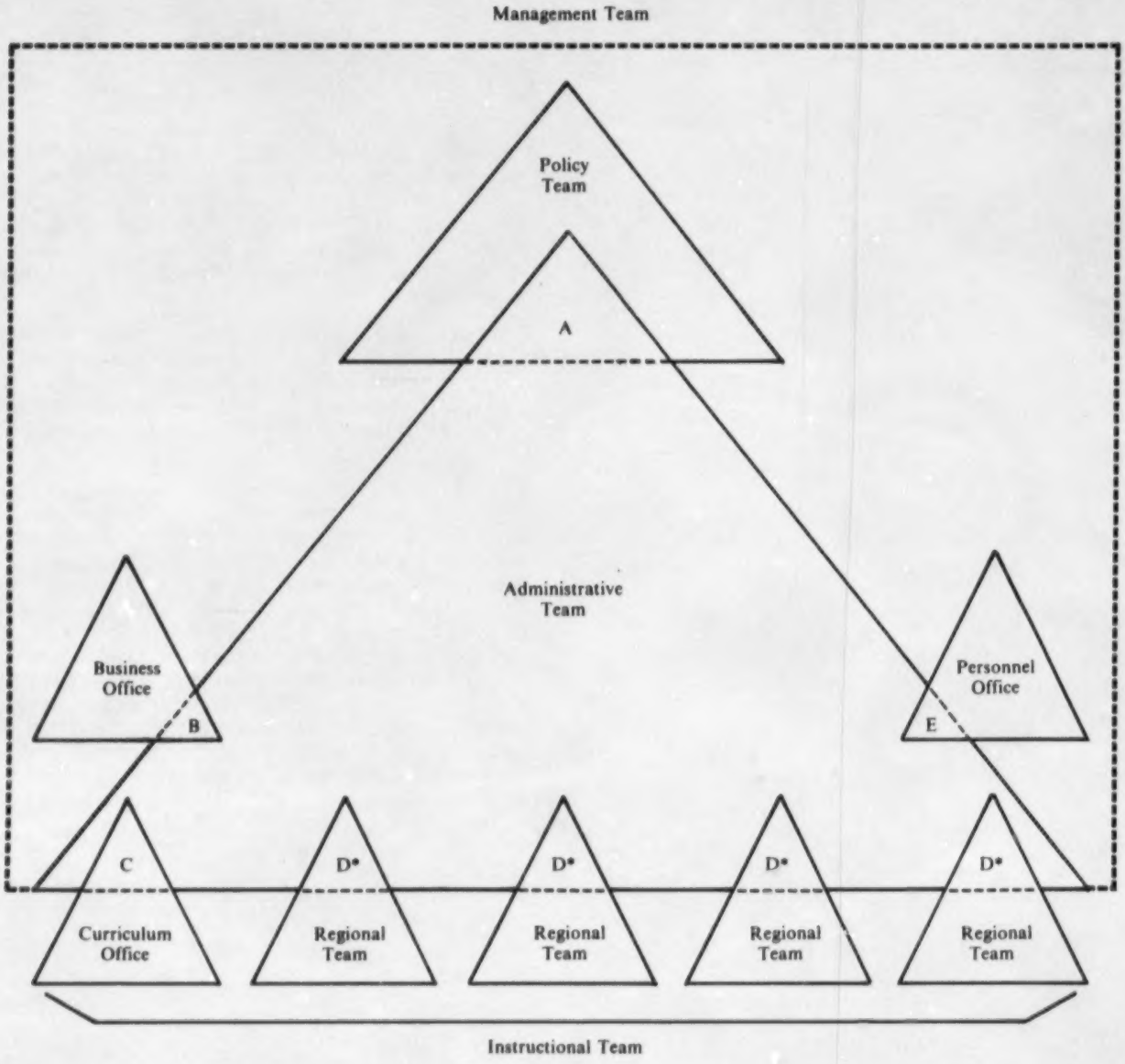


A - Superintendent
B - Treasurer or Business Manager
C - Curriculum Supervisor
D - Elementary Principal
E - Junior High Principal
F - Senior High Principal

* If there were more than one elementary, junior high or senior high school, the additional building principals would also serve on the management team.

Adapted from Gmelch and Erickson, p. 42.

Figure A2
Conventional Management Team Model (medium to large districts)



A - Superintendent
B - Assistant Superintendent/Business
C - Assistant Superintendent/Curriculum
D- Representative of regional administrators
E - Assistant Superintendent/Personnel

* A regional team consists of a number of school building teams.

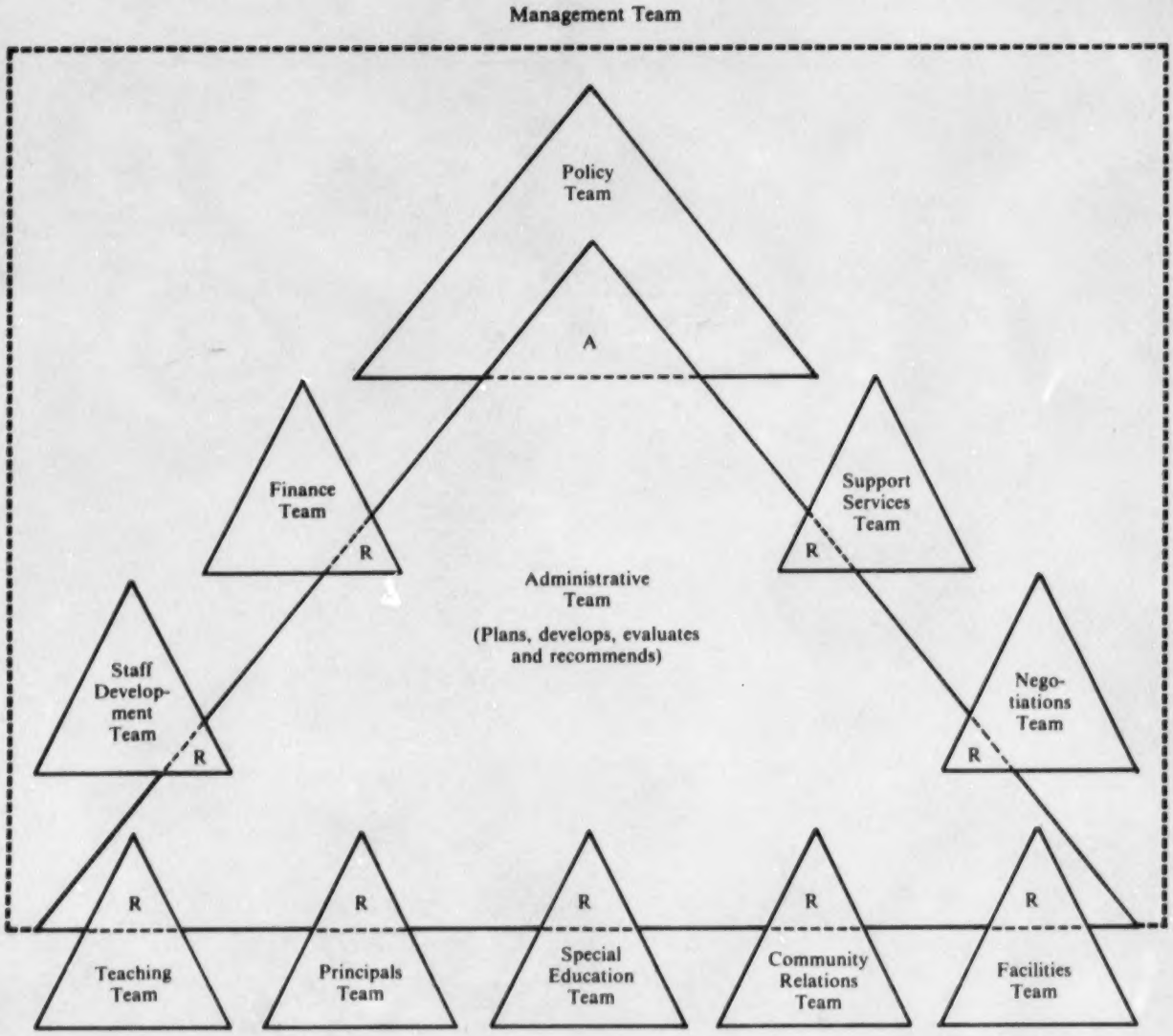
Adapted from Gmelch and Erickson, p. 43

The **Crossbred** management team model, as shown in Figure A3 expands the administrative team to include one representative from each of the major functional areas in the district organization. The **Crossbred** model is used when the team will be engaged in essentially problem-solving activities. "The primary responsibilities of such a team . . . are to plan, develop, evaluate, and recommend."

Problem-solving activities can be very time-consuming, therefore, Gmelch and Erickson suggest that a "good technique for accomplishing these responsibilities with a reasonable investment of time is to utilize the concept of adhocracy which is basic to the **Cocoon** team concept."

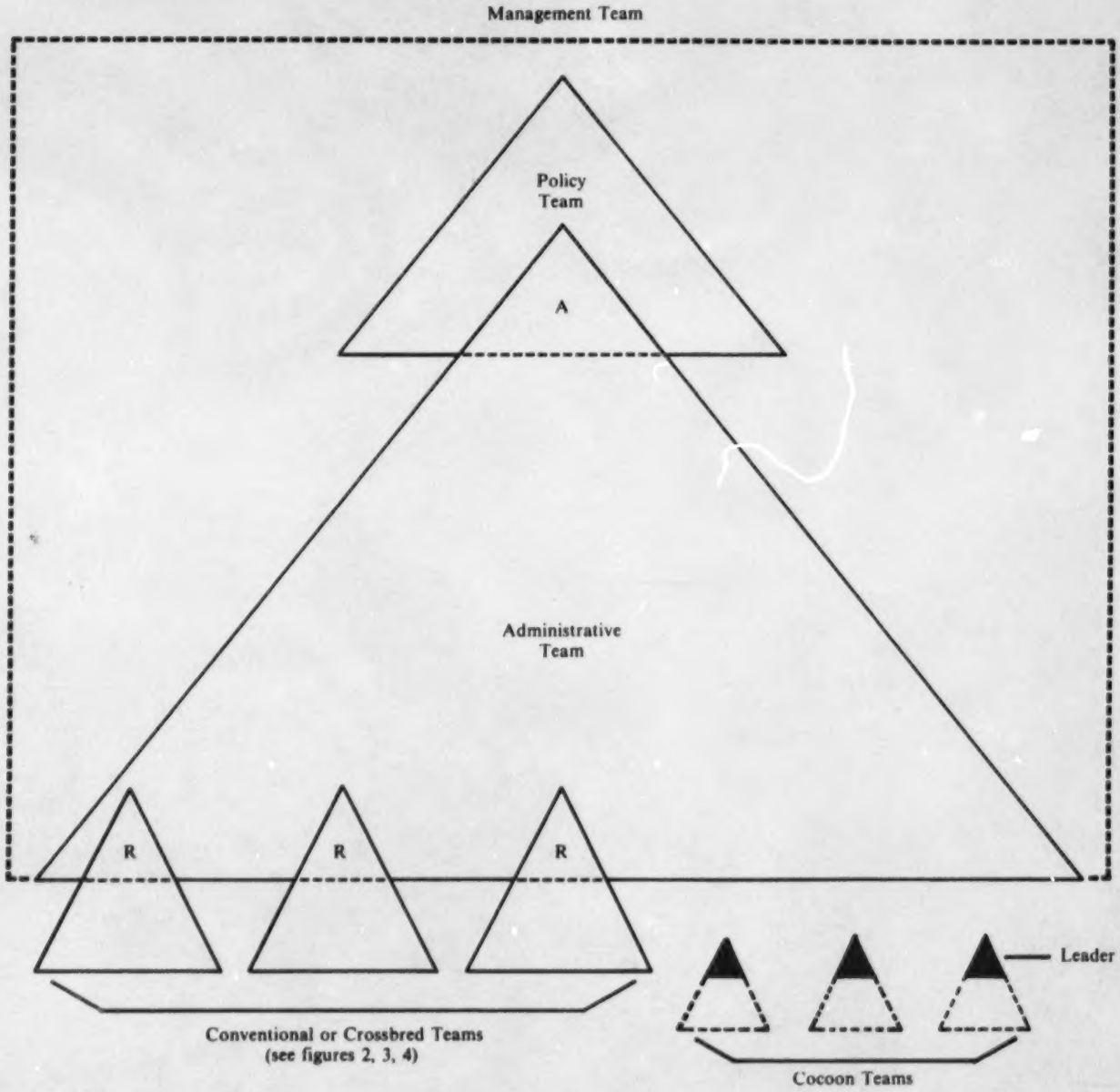
Using the **Cocoon** management team, as seen in Figure A4 (page 46), the district's administrative team forms one ad hoc team for each specific problem. The administrative team appoints to the temporary team several individuals (usually 3-5) who are the most knowledgeable individuals of the problem under consideration. This "cocoon" will convene under the direction of an appointed leader to serve as official contact with the administrative team. The "cocoon" will study its assigned problem and report its recommendations to the administrative team. When its report has been accepted, the single-purpose "cocoon" will have completed its function and be disbanded.

Figure A3
Crossbred Management Team Model



A - Superintendent
R - Representative
Adapted from Gmelch and Erickson, p. 47

Figure A4
Cocoon Team Concept
(an "adhocracy" variation of conventional or crossbred teams)



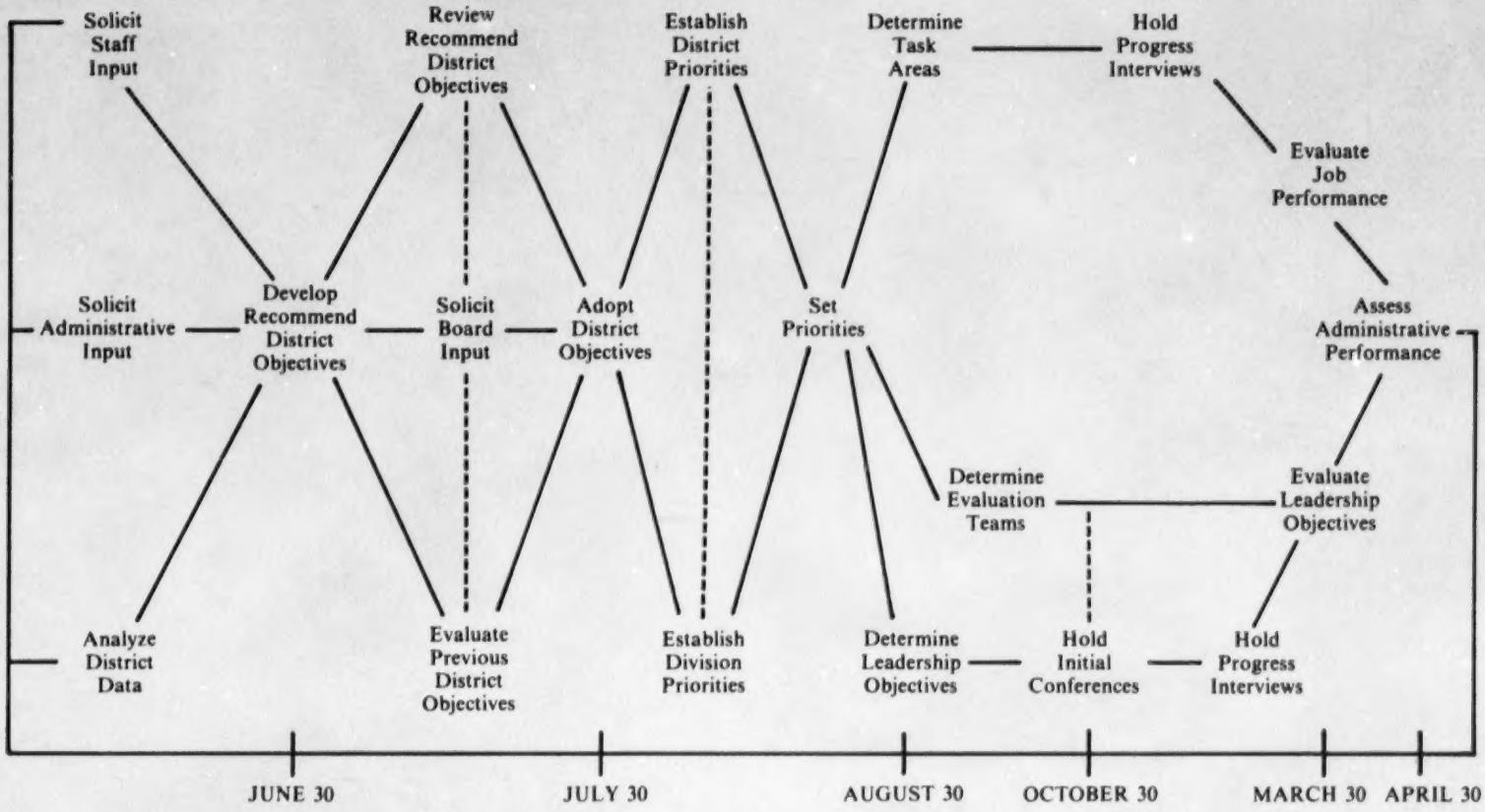
A - Superintendent
R - Representative

Adapted from Gmelch and Erickson, p. 49

Appendix B: Sources of Management Team Information

1. American Association of School Administrators
   1801 North Moore Street
   Arlington, Virginia 22209
   (703) 528-0700
2. Educational Research Services, Inc.
   1800 North Kent Street
   Arlington, Virginia 22209
   (703) 243-2100
3. ERIC Clearinghouse on Educational Management
   University of Oregon
   Eugene, Oregon 97403
   (503) 686-5043
5. National Association of Secondary School Principals
   1904 Association Drive
   Reston, Virginia 22091
   (703) 800-0200
6. National School Boards Association
   1055 Thomas Jefferson Street, N.W.
   Washington, D.C. 20007
   (202) 337-7666
7. Oregon School Study Council
   College of Education
   University of Oregon
   Eugene, Oregon 97403
   (503) 686-3409

Figure C1
Schematic Time-line



Source: Leadership Development Program, Rocky River City School District, Ohio.

A schematic time-line for the planning, implementation, monitoring, and evaluation of district objectives, leadership objectives, and job performance expectations.

Appendix D: Assessment Instruments and Data Analysis

Discrepancy Approach

Questionnaires which are based on the "discrepancy approach;" that is asking respondents to rate their satisfaction with the way things are against the way things should be, are very useful to begin planning long-term change and set priorities.

It is recommended that all questions and statements on a discrepancy based survey instrument be written in a positive vein. It is also a good practice to group statements concerning the same or similar topics into clusters on the questionnaire. This will permit the planning committee (or subcommittee) to better correlate the various aspects of a particular area in question.

Data Tabulation

A survey instrument based on the discrepancy model, such as found in this appendix, is recommended here because the computation and interpretation activities become quite simple. First, a numerical value is assigned to each response category as shown in Figure D1.

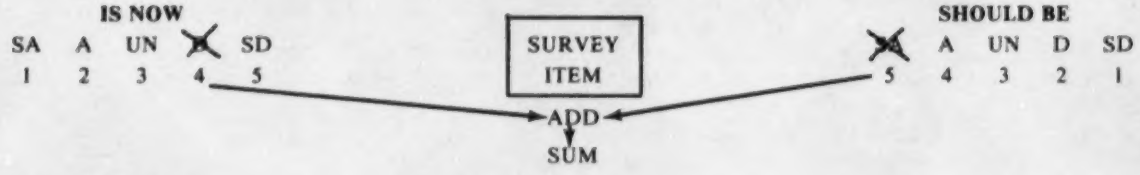
Note that the numerical values of the left-hand response scale are reversed for the right-hand response scale.

Next, the numerical values of both response scales per survey item are added together. The highest possible sum is 10 (5+5); the lowest possible sum is 2 (1+1).

Given the assumption that all the statements have been written in a positive vein, the sum values will tend to be low (2, 3, 4) when the respondent agrees that the statement is true now, but disagrees that it should be this way. Conversely, the sum of two responses will tend to be high (8, 9, 10) when the respondent disagrees that the statement is true now, but agrees that it should be true. In both cases, the discrepancy is high and the message is "things are not done as they ought to be" or "something is missing".

When the sum of the two responses yields a value of 5, 6 or 7, the level of discrepancy is very low or non-existent which signifies that the respondent is satisfied that the subject in question is handled as it ought to be.

Figure D1
Example of Data Tabulation Using Discrepency Approach



IF SUM EQUALS:

2, 3, 4	=	STATEMENT IS TRUE NOW, BUT SHOULD NOT BE DONE THIS WAY. "SOMETHING IS WRONG".
8, 9, 10	=	STATEMENT IS NOT TRUE NOW, BUT SHOULD BE DONE THIS WAY. "SOMETHING IS MISSING".
5, 6, 7	=	LITTLE OR NO PROBLEM. "THINGS ARE AS THEY OUGHT TO BE".

Data Interpretation

The next part of discrepancy-based survey analysis involves interpretation. This requires the planning committee to assign priorities to the discrepancies that have been identified. Priorities can be used to determine areas needing special or immediate attention and areas to leave alone for now, thereby forming the basis for an operational plan. Priorities can be assigned based on an individual's priorities, a group's priorities and/or a district's priorities. It is quite possible that the priorities will vary considerably at each level. The knowledge of this variance is valuable to planning and proves how important it is to review a self-assessment from these different vantage points.

A method to prioritize discrepancy data for an individual, a group and a district is illustrated in Figure D2. Suppose there are five assessment areas identified on the survey instrument—(A) Board-Administrator Relationship, (B) Administrative Climate, (C) Administrative Decision-Making, (D) Administrator Employment, and (E) Professional Development.

Using a chart similar to Figure D2, those interpreting the data will determine an individual's priorities (D2, Sect. I) based on the number of significant discrepancies among all statements in each area. The area with the highest percentage of discrepancy is ranked first, the second highest percentage is ranked second, and so on. Note that if no discrepancies exist, a percentage of zero is listed and the assessment area is given an automatic ranking of 5 because there appears to be no dissatisfaction in this area. Also two areas receiving the same percentage of discrepancies should be given the same priority ranking.

Next the planning committee would prioritize a group's self-assessment responses (D2, Sect. II). Such a group might consist of all principals, or all persons from the central office, or all persons from the business office only, or whatever logical delineation is appropriate. Each individual's priorities from within the group are listed by assessment area. Individual priorities for each are then added across to calculate the sum for the group. These sums are then ranked, giving the area with the lowest sum the highest priority (for it would have been ranked as the number one priority by the most individuals in the group.)

Finally, the priorities of each group are listed by assessment area and added across as before to compute the sum of the groups' priorities (Section III). The assessment area that shows the lowest sum of the groups' priorities becomes the district's highest priority.

Notice that an individual's top priority is the area of "Board-Administrator Relationships"; his or her group's top priority is the same. However, the district's top priority appears to be in the area of "Administrative Decision-Making". Of course, one must go back to the specific statements in the questionnaire to review what the assessment area headings represent.

A sample discrepancy-based management team self-assessment instrument and related forms are found in Figure D3.

Figure D2
Determining Priorities

Section I

Assessment Areas	**Frequency of Discrepancies** (the number of sums from the previous page which equal 2, 3, 4, 8, 9, or 10)	**Percentage of Discrepancy**	**Individual's Priorities** (rank assessment areas beginning with highest percentage of discrepancy)
A. Board-Administrator Relationships	5 discrepancies out of 6 statements	83%	1
B. Administrative Climate	3 discrepancies out of 6 statements	50%	3
C. Administrative Decision-making	5 discrepancies out of 9 statements	56%	2
D. Administrator Employment	0 discrepancies out of 6 statements	0%	5
E. Professional Development	1 discrepancies out of 3 statements	33%	4

Section II

Assessment Areas	**Individual Priorities** per person 1	2	3	4	5	6	7	8	**Sum of Individual Priorities**	**Group Priorities** (rank assessment areas beginning with lowest sum of individual priorities)
A. Board-Administrator Relationships	1	4	1	1	1	5	1	2→	16	1
B. Administrative Climate	3	5	2	2	1	4	2	3	22	4
C. Administrative Decision-Making	2	3	3	2	1	3	3	3	20	2
D. Administrator Employment	5	2	4	3	2	2	3	1	22	4
E. Professional Development	4	1	5	3	3	1	3	1	21	3

Section III.

Assessment Areas	**Group Priorities** from each group A	B	C	D	E	F	G	H	**Sum of Groups' Priorities**	**District's Priorities** (rank assessment areas beginning with lowest sum of groups' priorities)
A. Board-Administrator Relationships	1	4	5	1	1	1	1	5→	19	2
B. Administrative Climate	4	4	4	2	1	2	2	4	23	5
C. Administrative Decision-Making	2	3	3	3	1	2	3	1	18	1
D. Administrator Employment	4	2	2	4	2	2	3	3	22	4
E. Professional Development	3	1	1	5	3	3	3	2	21	3

Figure D3
Sample School Management Team Self-Assessment Instrument

This questionnaire contains 30 statements which characterize the school management team concept.

The purpose of this questionnaire is three-fold:

1. To identify how closely the existing management operation approximates the school management team concept.
2. To determine if there is dissatisfaction with certain components of the existing management operation.
3. To help prioritize unsatisfactory components of the existing management operation by the degree of dissatisfaction per individual respondent, per respondent group and for the entire school district.

If this questionnaire is to be helpful, it is necessary that you carefully answer each question thoughtfully and honestly. This is not a test and there are no right or wrong answers.

Please **DO NOT** write your name anywhere on this questionnaire.

Check Position: _____ Board Member

_____ Central Office Administrator

_____ Building Administrator

_____ Other; Specify _____

Instructions

(A) Each statement on this questionnaire is accompanied by two response scales. Please read each statement carefully and indicate the extent to which you agree that the stated condition **currently exists** in your school system **AND** the extent to which you agree that it **should exist** in your school system.

(B) Mark an "X" over your answer on **both** response scales. For example:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		Strongly Agree	Agree	Undecided	Disagree	Disagree
1	2	3	4	5		5	4	3	2	1
	IS NOW				ITEM		SHOULD BE			
SA	X	UN	D	SD	1. Administrators feel welcome at board meetings.	SA	A	UN	D	SD

(C) Erase clearly any answer you wish to change.

(D) You are under no time limit when filling out this questionnaire. Take your time and attempt to answer all questions in the order in which they appear.

(E) The term "administrator" as used here includes superintendents, assistant superintendents, principals, assistant principals, treasurers, business managers and any other persons employed under an administrative contract.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5			5	4	3	2	1
IS NOW						A. Board-Administrator Relationships	SHOULD BE				
SA	A	UN	D	SD	1.	Administrators feel welcome at board meetings.	SA	A	UN	D	SD
SA	A	UN	D	SD	2.	The board of education appreciates the efforts of administrators.	SA	A	UN	D	SD
SA	A	UN	D	SD	3.	The board of education supports the decisions of administrators.	SA	A	UN	D	SD
SA	A	UN	D	SD	4.	Reactions from administrators are sought as proposed board policies are being developed.	SA	A	UN	D	SD
SA	A	UN	D	SD	5.	The board members and administrators respect the difference between policy making and administration.	SA	A	UN	D	SD
SA	A	UN	D	SD	6.	Administrators support district policies and regulations even when they are not in agreement.	SA	A	UN	D	SD
						B. Administrative Climate					
SA	A	UN	D	SD	7.	Effective communications exist among all levels of the administrative staff.	SA	A	UN	D	SD
SA	A	UN	D	SD	8.	There is an atmosphere of mutual trust among the members of the administrative staff.	SA	A	UN	D	SD
SA	A	UN	D	SD	9.	The school system goals and objectives are clearly stated for all members of the administrative staff.	SA	A	UN	D	SD
SA	A	UN	D	SD	10.	Administrators have opportunities to discuss and resolve their common problems.	SA	A	UN	D	SD
SA	A	UN	D	SD	11.	Administrators have opportunities to suggest items for the agenda of the administrative meetings.	SA	A	UN	D	SD
SA	A	UN	D	SD	12.	Administrators feel free to speak out at administrative meetings even if their views are contrary to the majority point of view.	SA	A	UN	D	SD

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree			Strongly Agree	Agree	Undecided	Disagree	Disagree
1	2	3	4	5			5	4	3	2	1
IS NOW						C. Administrative Decision-Making	SHOULD BE				
SA	A	UN	D	SD	13.	There is planned involvement of administrators in the development of the school district budget.	SA	A	UN	D	SD
SA	A	UN	D	SD	14.	Educational supply budgets for specific schools are developed by the building principal.	SA	A	UN	D	SD
SA	A	UN	D	SD	15.	Administrators have an opportunity to make appropriate recommendations regarding employment decisions.	SA	A	UN	D	SD
SA	A	UN	D	SD	16.	Administrators have an opportunity to make appropriate recommendations regarding promotion decisions.	SA	A	UN	D	SD
SA	A	UN	D	SD	17.	Administrators have an opportunity to make appropriate recommendations regarding dismissal decisions.	SA	A	UN	D	SD
SA	A	UN	D	SD	18.	Reactions from administrators are sought as proposed administrative rules and regulations are being developed.	SA	A	UN	D	SD
SA	A	UN	D	SD	19.	Administrators have involvement in the district's collective bargaining process.	SA	A	UN	D	SD
SA	A	UN	D	SD	20.	Reactions from teachers are sought when administrative decisions are being made.	SA	A	UN	D	SD
SA	A	UN	D	SD	21.	Ad hoc committees or task forces participate in district-wide problem-solving activities.	SA	A	UN	D	SD
						D. Administrator Employment					
SA	A	UN	D	SD	22.	Performance evaluations for administrators are based on the duties outlined in their job descriptions.	SA	A	UN	D	SD
SA	A	UN	D	SD	23.	Administrators have the opportunity to discuss their performance evaluations with their superiors.	SA	A	UN	D	SD
SA	A	UN	D	SD	24.	Performance evaluations are helpful in telling administrators how they are performing and what areas need improvement.	SA	A	UN	D	SD
SA	A	UN	D	SD	25.	Administrators have an opportunity to participate in the development of the administrator compensation structure.	SA	A	UN	D	SD
SA	A	UN	D	SD	26.	Compensation for administrators recognizes their decision-making responsibilities and performance.	SA	A	UN	D	SD
SA	A	UN	D	SD	27.	The length of administrator contracts is based on their responsibilities and performance.	SA	A	UN	D	SD
						E. Professional Development					
SA	A	UN	D	SD	28.	Administrators are encouraged to pursue professional development opportunities.	SA	A	UN	D	SD
SA	A	UN	D	SD	29.	Professional development opportunities for administrators are available through a district in-service program.	SA	A	UN	D	SD
SA	A	UN	D	SD	30.	Professional development of administrators is supported financially by the school district.	SA	A	UN	D	SD

Interpreting the Data

Instructions

(A) Add the numerical value of both response scales and write the sum below for each of the 30 survey statements.

A. Board-Administrator Relationship

1.
2.
3.
4.
5.
6.

B. Administrative Climate

7.
8.
9.
10.
11.
12.

C. Administrative Decision-Making

13.
14.
15.
16.
17.
18.
19.
20.
21.

D. Administrative Employment

22.
23.
24.
25.
26.
27.

E. Professional Development

28.
29.
30.

Determining Priorities

Section I

Assessment Areas	**Frequency of Discrepancies** (the number of sums which equal 2, 3, 4, 8, 9, or 10)	**Percentage of Discrepancy**	**Individual's Priorities** (rank assessment areas beginning with highest percentage of discrepancy)
A. Board-Administrator Relationships	___ discrepancies out of 6 statements	___ %	___
B. Administrative Climate	___ discrepancies out of 6 statements	___ %	___
C. Administrative Decision-making	___ discrepancies out of 9 statements	___ %	___
D. Administrator Employment	___ discrepancies out of 6 statements	___ %	___
E. Professional Development	___ discrepancies out of 3 statements	___ %	___

Section II

Assessment Areas	**Individual Priorities** per person 1	2	3	4	5	6	7	8	**Sum of Individual Priorities**	**Group Priorities** (rank assessment areas beginning with lowest sum of individual priorities)
A. Board-Administrator Relationships	___	___	___	___	___	___	___	___	___	___
B. Administrative Climate	___	___	___	___	___	___	___	___	___	___
C. Administrative Decision-Making	___	___	___	___	___	___	___	___	___	___
D. Administrator Employment	___	___	___	___	___	___	___	___	___	___
E. Professional Development	___	___	___	___	___	___	___	___	___	___

Section III.

Assessment Areas	**Group Priorities** from each table A	B	C	D	E	F	G	H	**Sum of Groups' Priorities**	**District's Priorities** (rank assessment areas beginning with lowest sum of groups' priorities)
A. Board-Administrator Relationships	___	___	___	___	___	___	___	___	___	___
B. Administrative Climate	___	___	___	___	___	___	___	___	___	___
C. Administrative Decision-Making	___	___	___	___	___	___	___	___	___	___
D. Administrator Employment	___	___	___	___	___	___	___	___	___	___
E. Professional Development	___	___	___	___	___	___	___	___	___	___

A Management Team Self-Evaluation Scale*

School District _____ Date _____

Check Position: Board Member _____
Business Official _____
Central Office _____
Principal _____
Principal _____
Superintendent _____
Other (Specify) _____

Has the Board of Education made a commitment in writing to the management team concept?

Yes _____
No _____

The purpose of this questionnaire is to help you - as a board member or administrator - determine how closely the existing management operation in your district approximates the management team model as described in this paper. Included in the questionnaire are a number of items that characterize the management team concept.

This assessment will be useful to you only if you are *completely honest* in evaluating the management operation in your district.

Each item on this questionnaire makes a statement about the management in your schools. Please read each statement carefully. Then indicate the extent to which the stated condition actually exists in your school district, according to the following scale:

5 = To a very large extent
4 = To a fairly large extent
3 = To a moderate extent
2 = To a slight extent
1 = Not at all
? = Do not know

**Developed by Ohio Congress of School Administrator Associations - reprinted with permission*

1. An effective communication system exists between and among all levels of the management team. _____
2. Administrators are made to feel welcome at board meetings. _____
3. The board of education appreciates and supports the efforts of district administrators. _____
4. Administrators understand and support the efforts of the board of education. _____
5. Administrators meet to discuss and resolve their common problems. _____
6. Administrators have an opportunity to suggest items for the agenda of the administrative meetings. _____
7. Administrators feel free to speak out at administrative meetings even if their views are contrary to the majority point of view. _____
8. There is wide involvement of administrators in the development of the school district budget. _____
9. Administrators have an opportunity to make appropriate input to employment, promotion, and dismissal decisions concerning school district employees. _____
10. Input from administrators is solicited as proposed administrative rules and regulations are being developed. _____
11. Input from administrators is solicited as proposed board policies are being developed. _____
12. Administrators support district policies and regulations even when they are not in agreement. _____
13. Administrators are represented on the board's negotiating team. _____
14. Job descriptions have been prepared for all administrators. _____
15. The district conducts formal performance appraisals with the administrators on a regular basis. _____
16. The district has a fair and rational procedure for determining salaries and fringe benefits for administrators. _____
17. Administrator salaries and fringe benefits are in line with other district employees based on time on job, level of responsibility, and amount of training. _____
18. Salaries and benefits for administrators compare favorably with their counterparts in similar districts. _____
19. Administrators are granted multi-year contracts following a probationary period. _____
20. The district has a staff development program for administrators. _____

Appendix E: Monitoring Documents

Figure E1
Sample Meeting Record

Administrative Council Meeting Record
Grandview Heights City Schools

DATE May 17, 1979 TIME CONVENED 9:30 a.m. TIME TERMINATED 11:53 a.m. RECORDER John Caronis

MEMBERS PRESENT:

X	Dr. Bainbridge	X	Mr. Hanlon	X	Mr. Murphy	OTHERS	
X	Mr. Bongiorno	___	Mr. Larson	X	Mr. Sixt	Visitor from "Community	
X	Mr. Caronis	X	Mrs. Litsinberger	X	Mr. Sonedecker	Learning Exchange"	
___	Ms. Duffey	X	Dr. Lawrence	X	Mrs. Teeple	Connie Swain	

TOPICS	P.O.A.*	DECISIONS/ACTION	RESPONSIBILITY	TIMELINE
Incidental Items				
A. Suspension	WB	A. Clarification: Emergency, out of school suspensions can be issued.	JC/JS	immediate
B. Edison Fourth Grade Trip to Adena State Memorial	RB	B. Trip to Chillicothe - approved charging students for trip . . . if student does not have money, school will pay.	RB	5/28
C. Voting Machines	RB	C. To call Board of Elections regarding accessible storage places for booths and responsibility while on school property.	RB	5/28
D. JRH Negotiator 1979-80	WB	D. If needed, please contact.	Principals	___
E. Purchase Orders with Multiple Codes	VL	E. Please put subject number code on purchase order.	AC	immediate
F. Transfer of Funds	VL	F. Please utilize transfer form as distributed.	AC	immediate
G. Summer Pay Envelopes	VL	G. Notice to staff.	VL	6/1
H. Low Incidence Handicapped Students	FL	H. See Handout 1. Agreements, tuition free for our teachers with Capital or Ohio Dominican. 2. Capital has an LD unit.	FL	Summer
I. Science Books	TS	I. Books to purchase.	TS	B/1
Gifted and Talented Program Recommendations for 1979-80.	FL	II. See Handout - May 17, 1979, from FL A. Recommended to utilize individual or small group testing if students do not meet group test criteria.	FL	Autumn

* Indicates administrator who placed item on agenda.

Figure E2
R.E.A.S.O.N.S. Trace Document

ITEM NO.	SUGGESTED OBJECTIVE	SOURCE	ADMINISTRATIVE TEAM REACTION/KEY MOVER	REASON FOR ADMINISTRATIVE TEAM REACTION
120.	To explore summer program opportunities for our handicapped students	Non-teach. staff	Not recommended	Financial resources not available
121.	To provide, upon request, programs dealing with single-parent families, as piloted by North Elementary School in 1980-81, grades 4, 5, 6	Non-teach. staff	Recommended (R. Goff 1.41)	
122.	To implement a special unit on traffic safety for kindergarten students	Non-teach. staff	Recommended (J. Mihok 1.42)	
123.	To implement a program for gifted and talented students, grades 7-12, pending approval of Board of Education	Teacher CCC Parent Gifted/ Talented	Recommended (W. Bainbridge 1.43)	Rewritten from #105, 119 Includes PP/AP 6, PP/AP 24
124.	To explore means of increasing time on task in planning learning activities, grades K-9	Teacher	Recommended (I. Wilson (K-6 G. Evans (7-9) 1.44)	Refer to High School for possible Unit objective, grades 10-12; Includes #63

Source: Newark City Schools, Ohio

Appendix F: Team Evaluation Instrument

Questionnaire for Team Members*

I. PERSONAL INFORMATION

1. How long have you been employed in this school district?
   ____ years.
2. What is the title of the position you presently hold?
   _____
3. How long have you held your present position?
   ____ years.
4. How long have you been a member of your district's management team?
   ____ years
5. Indicate the highest academic degree you hold and the area of specialization.
   a. ____ Doctorate Area _____
   b. ____ Specialist Area _____
   c. ____ Masters Area _____
   d. ____ Bachelors Area _____

II. TEAM OPERATION

PART 1. For each item on this section, circle the response on the right that indicates the extent to which you believe the statement is true for your district.

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	An organizational structure and process has been established to facilitate involvement, communication and decision-making among management personnel	SA	A	NO	D	SD
2.	Team members actively participate in the team process employed by the school district.	SA	A	NO	D	SD
3.	The management team concept is understood by team members.	SA	A	NO	D	SD
4.	Members of the management team meet as a group on a regular basis.	SA	A	NO	D	SD
5.	Communication between team members is open and based on confidence and trust.	SA	A	NO	D	SD
6.	Either before or during team meetings, members can get items on the agenda.	SA	A	NO	D	SD
7.	The attitudes and behaviors of team personnel are supportive of each other.	SA	A	NO	D	SD
8.	Team members have ample opportunity for input on decisions which affect them.	SA	A	NO	D	SD
9.	Decisions are made at the appropriate level in the district.	SA	A	NO	D	SD
10.	Decisions made at one level are supported by the other levels of management personnel.	SA	A	NO	D	SD
11.	In-service programs are provided to familiarize management personnel with team operation being used.	SA	A	NO	D	SD
12.	A process has been established to evaluate the total operation of the management team.	SA	A	NO	D	SD

PART 2. Circle the number of any statement(s) above which you believe unnecessary for a successful team operation.

*Source: *Arthur Smith, doctoral candidate, Educational Administration, The Ohio State University.*

III. PARTICIPATION IN ADMINISTRATIVE TASKS

Beneath each task listed in this section, circle the response in row "A" which indicates the extent of your present participation in the performance of that task. In row "B", circle the response which indicates the extent of your desired participation. Also, circle the response on the right of each statement which indicates the nature of your present involvement during the performance of that task. Use the following code for answering the present and desired participation questions:

N = Never; S = Seldom; OC = Occasionally; OF = Often; and A = Always.

							No Involvement	Provide Information Only	Develop Possible Alternative	Recommend an Alternative	Make the Decision
EXAMPLE:											
2. Planning the district budget											
	A. **Present Participation**	N	S	OC	(OF)	A	NI	(PI)	DA	RA	MD
This example indicates the respondent often participates in planning the district budget by providing information only.											
1. Appointment of new personnel for the district.											
	A. **Present Participation**	N	S	OC	OF	A	NI	PI	DA	RA	MD
	B. **Desired Participation**	N	S	OC	OF	A					
2. Planning the district budget.											
	A. **Present Participation**	N	S	OC	OF	A	NI	PI	DA	RA	MD
	B. **Desired Participation**	N	S	OC	OF	A					
3. Determining general instructional procedures for the district.											
	A. **Present Participation**	N	S	OC	OF	A	NI	PI	DA	RA	MD
	B. **Desired Participation**	N	S	OC	OF	A					
4. Planning new buildings and facilities.											
	A. **Present Participation**	N	S	OC	OF	A	NI	PI	DA	RA	MD
	B. **Desired Participation**	N	S	OC	OF	A					
5. Selecting textbooks to be used in the district.											
	A. **Present Participation**	N	S	OC	OF	A	NI	PI	DA	RA	MD
	B. **Desired Participation**	N	S	OC	OF	A					
6. Resolving problems with community groups.											
	A. **Present Participation**	N	S	OC	OF	A	NI	PI	DA	RA	MD
	B. **Desired Participation**	N	S	OC	OF	A					
7. Establishing desciplinary policies for students in the district.											
	A. **Present Participation**	N	S	OC	OF	A	NI	PI	DA	RA	MD
	B. **Desired Participation**	N	S	OC	OF	A					
8. Determining collective bargaining procedures.											
	A. **Present Participation**	N	S	OC	OF	A	NI	PI	DA	RA	MD
	B. **Desired Participation**	N	S	OC	OF	A					
9. Resolving learning problems of students in the district.											
	A. **Present Participation**	N	S	OC	OF	A	NI	PI	DA	RA	MD
	B. **Desired Participation**	N	S	OC	OF	A					
10. Determining the salary scale for the district personnel.											
	A. **Present Participation**	N	S	OC	OF	A	NI	PI	DA	RA	MD
	B. **Desired Participation**	N	S	OC	OF	A					

IV. Do you believe your school district's management team is operating effectively?

____ yes ____ no

Please indicate your major reasons for answering the above questions as you did.

_____

_____

_____

Appendix G: Sample Policies and Board Member Evaluation Form

Figure G1
Sample Policy—Management Team

The Board of Education endorses the management team concept for this school district.

The management team of the district will consist of two groups:

Policy Team: The Board, superintendent, and treasurer, with the Board president serving as team leader. Primary responsibilities of this team will be establishing policies to guide the school district and to assure that the policies are carried out.

Administrative Team: All administrators within the school district with the superintendent serving as team leader. This team will be responsible for carrying out the functions of planning, organizing, staffing, implementation, and evaluating under the guidance of the policies established by the policy team.

The team approach to management represents an attempt to provide close cooperation and effective working relationships among administrative personnel. It is an effort to make the best use of the talents and expertise available by establishing open lines of communication and by providing a supportive atmosphere where collaborative problem solving and decision making can take place.

The approach recognizes the mutual dependence that exists among various components of the total organization and promotes a team effort in the identification of goals, the establishment of priorities, and the development of long-range plans. Although the concept promotes collaborative efforts, it also recognizes the need for independent administrative action in appropriate areas. It in no way functions to inhibit responsible decision making.

Guidelines for the implementation of this policy will be a primary management team concern. These guidelines will include:

1. Procedures for convening the team.
2. Procedures for implementing inservice management team training.
3. Procedures for establishing team evaluation.
4. Procedures for implementing goals and objectives of the district.

(Adoption date)

Selected sample policy:
Ohio Policy Reference Manual

Figure G2
Sample Policy— Evaluation of Professional Staff-Administrators

The superintendent will institute and maintain a comprehensive program for the evaluation of administrative personnel. Administrative personnel include the assistant superintendents, principals and assistant principals, and any other administrative or supervisory personnel not included in an employee negotiating unit.

The purpose of administrator evaluation will be to assess the performance of administrators and to provide information upon which to base employment and personnel decisions. Evaluation should also assist administrators to develop their professional abilities in order to better accomplish the effective management of the school system.

1. Evaluation criteria for each position will be in written form and will be made available to the administrator.
2. Evaluations will be made by the person to whom the administrator is immediately responsible.
3. Results of the evaluation will be put in writing and discussed with the administrator by the person who makes the evaluation.
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation.
5. Results of the evaluations will be kept in confidential personnel records maintained in the central office.

Information gathered and written evaluative documents used in retention, promotion, or termination of an administrator will be accessible to the person concerned or his representative.

[Adoption date]

Legal References: ORC 3319.01
3319.02

Selected sample policy:
Ohio Policy Reference Manual

Figure G3
Sample Policy Impact Statement

The Lakewood Board of Education believes that policies of the Board should be developed with great care so as not to require frequent revision. One way to enhance such action is the use of impact statement.

The impact statement is an instrument which reveals to the decision-maker the probable consequences of the decision under consideration. Since policies have an impact on different elements of a school district in different ways, it is important that every administrator in the district be involved in the development of the impact statement. When such information has been gathered and synthesized, the decision-maker is in a position to make a much better impact statement.

In developing the impact statement, the superintendent shall provide to each administrator in the district a description of the proposed action and/or the purposes for which the proposal is being made. Such description shall include appropriate technical information and data adequate to permit an assessment of the impact of the proposed policy.

Administrators commenting on the proposal will consider the following:

- The relationship of the proposed action to existing educational plans, policies and controls for their area of responsibility
- The probable impact of the proposed action on the school or department
- Alternatives to the proposed action
- Probable adverse educational effects
- The relationship between local short-term effect on the educational program and the maintenance and enhancement of long-term productivity
- Irreversible and/or irretrievable commitments of resources that would be involved with the proposed action
- An indication of what other interests and considerations of district, state or federal constituencies will be involved if the proposed policy is adopted

Following an appropriate time period during which the district's administrators may react to the proposed policy, the superintendent will synthesize the various reactions into an impact statement which will accompany his recommendation for the proposed policy.

(Adoption date)

Source: Lakewood City School District, Ohio

Figure G4: Sample Board Member Evaluation Instrument

Boards of education expect a high level of performance from those who are employed to run the schools. School patrons and other taxpayers also expect a high level of performance from those who are elected to govern the schools.

Ultimately, the performance of an individual board member is measured at election time. That is not enough, however. Each board of education should set aside some time on a regular basis to compare individual assessments of how well the governing body is functioning. The instrument or scoring system is not important. What is important is for the board to establish a plan to regularly analyze its method of operation and to seek better ways to conduct the affairs of the school district.

SAMPLE SELF EVALUATION INSTRUMENT

I. BOARD MEETINGS: *Official action can be taken only when the board is in session; therefore each meeting must be organized for maximum efficiency.*

Adequate	Inadequate	THE BOARD OF EDUCATION:
_____	_____	receives agenda and background materials well in advance of meeting
_____	_____	makes public feel welcome; provides agenda, minutes and related materials
_____	_____	assures that meeting time, place and facilities are convenient for board, staff and public
_____	_____	does not present new issues of complex nature for immediate action
_____	_____	does not abuse privilege of tabling important issues
_____	_____	demonstrates knowledge and use of good parliamentary procedure
_____	_____	makes distinction between board's role and function of administrators
_____	_____	expects staff input and superintendent's recommendation on key issues
_____	_____	ensures that a good public participation policy is in effect
_____	_____	endeavors to make most productive use of meeting time
_____	_____	selects officers on basis of ability
_____	_____	conducts all meetings in accordance with the "Sunshine Law"
_____	_____	
_____	_____	
_____	_____	

II. BOARD-COMMUNITY RELATIONS: *The schools belong to the people. As elected officials it is the responsibility of the board to be representative, to be reponsive and to be effective as agents of change.*

Adequate	Inadequate	THE BOARD OF EDUCATION
_____	_____	actively seeks input from community in establishing goals and objectives
_____	_____	gives full support and cooperation to PTA and other citizens
_____	_____	establishes close working relationship with other units of government
_____	_____	is actively involved in state and federal education legislation
_____	_____	maintains effective two-way communication between school officials and residents of the district
_____	_____	ensures best possible relationship between school district officials and the media
_____	_____	makes best use of facilities and resources in meeting needs of community
_____	_____	provides leadership in securing maximum community support for good educational program
_____	_____	approves annual budget within resources that can be certified in the "fiscal certificate"
_____	_____	adopts policies which ensure sound management and fiscal control
_____	_____	
_____	_____	
_____	_____	

III. BOARD-ADMINISTRATOR RELATIONS: *A good board-administrator relationship does not guarantee a successful educational program. It is doubtful, however, if a good program will exist in districts with poor board-administrator relations.*

Adequate	Inadequate	THE BOARD OF EDUCATION:
_____	_____	evaluates performance of superintendent and treasurer on a regular basis
_____	_____	assures that all other personnel are evaluated on a regular basis by superintendent and staff
_____	_____	works and plans with administration in spirit of mutual trust and confidence
_____	_____	recognizes superintendent as chief executive officer and educational leader of the district
_____	_____	provides administrators encouragement and opportunity for professional growth
_____	_____	avoids interference with duties which are the responsibility of administrators
_____	_____	solicits input from professional staff in development of board policies
_____	_____	addresses potential problems between board and administrators at earliest opportunity

_____	_____	is willing to defend administrators from unjust and unfounded criticism
_____	_____	has explored the management team concept of operating the schools
_____	_____	
_____	_____	
_____	_____	

IV. BOARD-STAFF RELATIONS: *Good education depends on good teachers. It is incumbent on boards of education to seek maximum input from staff on educational issues while retaining the authority and responsibility for the operation of the schools.*

Adequate	Inadequate	THE BOARD OF EDUCATION:
_____	_____	approves job description for all approved positions
_____	_____	adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters
_____	_____	encourages professional growth through staff development, inservice programs, visitations and conferences
_____	_____	refers complaints to appropriate person for discussion
_____	_____	preserves and maintains adequate management rights in any labor relations agreement
_____	_____	
_____	_____	
_____	_____	

V. INSTRUCTIONAL PROGRAM: *The purpose of public schools is to provide educational opportunities for all pupils. To this end it must be determined what are educationally valuable experiences and how they can best be delivered.*

Adequate	Inadequate	THE BOARD OF EDUCATION:
_____	_____	provides equal access to curriculum and co-curricular activities for all students
_____	_____	approves course additions and deletions to the curriculum
_____	_____	balances the overall needs of students and community with efforts of special interest groups to influence the curriculum
_____	_____	encourages suggestions for curriculum improvement from students, staff and community
_____	_____	safeguards the privacy of student records
_____	_____	encourages a positive approach to student discipline
_____	_____	safeguards the rights of students to due process
_____	_____	
_____	_____	
_____	_____	

VI. PERSONAL QUALITIES: *Maximum results as a school board member will be achieved only if high ethical standards of conduct are maintained in all personal, business and public activities.*

Adequate	Inadequate	AS A BOARD MEMBER, I:
_____	_____	keep the education and welfare of children as my primary concern
_____	_____	represent the best interests of all patrons rather than special interest groups
_____	_____	understand the need for compromise; abide by decisions of the majority
_____	_____	channel complaints and potential problems to proper authority
_____	_____	have made the time commitment necessary to become an informed and effective board member
_____	_____	reach decisions on the merits of issues and on the basis of best available evidence
_____	_____	participate in inservice programs at regional, state and national levels
_____	_____	do not individually or unilaterally make decisions or commitments on the board's behalf
_____	_____	am open and honest with other board members and administrators; share information and avoid "surprises" whenever possible
_____	_____	am familiar with and abide by the OSBA code of ethics
_____	_____	
_____	_____	
_____	_____	

VII. ADDITIONAL COMMENTS:

Reprinted from the OSBA "Board-Superintendent Portfolio."